

NEEDS ASSESSMENT OF ACADEMIC ORAL SKILLS FOR THE STUDENTS
OF THE DEPARTMENT OF BASIC ENGLISH AT HACETTEPE UNIVERSITY

A THESIS PRESENTED BY
ZEYNEP AVCI

TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY
AUGUST 1997

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tarafından onaylanmıştır

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ABSTRACT

Title: Needs Assessment of Oral Skills for Students of the
Department of Basic English at Hacettepe University

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A major issue in designing a syllabus in any educational setting is the determination of learner needs. A needs analysis survey can describe the needs of the learners precisely. Such an analysis can be done through a comparison of the tasks and activities learners will perform in the future with the activities in their current program, in other words the identification of the gaps between established goals and the students' actual performance. Also Berwick (1989) identifies Discrepancy needs analysis, Democratic needs analysis, Expert needs analysis, and Diagnostic needs analysis. This study follows Discrepancy needs analysis model.

The present study investigated the perceived oral language needs of students at Hacettepe University, which is a typical English for Academic Purposes (EAP) context. To this end, this study compared the results of a present situation analysis at the Department of Basic English (DBE), Hacettepe University and a target situation analysis at freshman departments of Chemistry and Economics. A further aim was to describe the goals of the English medium departments in terms of academic oral skills.

There has been little emphasis on the description of academic oral skills / speaking skills in higher education. There are two important studies on this topic. The first one was done by Ostler (1980). Although the main focus was not on academic oral skills, Ostler surveyed the relative importance of various academic tasks across all skill areas. Ferris and Tagg (1996) also conducted research on the expectations of university instructors and the needs of university students in terms of oral skills. Both studies emphasize that university students need help in developing their academic and listening skills. The present study is originated from this claim.

Ninety eight students, seven instructors and three administrators participated in this descriptive study. The main research question was: “How do the students and instructors of DBE and other faculties at Hacettepe University perceive oral skill needs for the students’ academic success?”.

Data were collected through interviews, classroom observations and questionnaires and analyzed using frequencies, percentages and means. The results were displayed in tables. Also, for the analysis of interviews coding technique was used and class observation results were analyzed through FLint chart.

The results of this study showed that the requirements of DBE and Freshman departments are different in terms of academic speaking skills / oral skills. Students at DBE do not need academic speaking tasks as much as freshman students; therefore, the academic speaking skills are not emphasized in DBE. The findings reveals that both freshman and DBE students feel themselves incompetent in academic speaking tasks such as giving oral presentations or taking part in discussions. They need extra assistance to develop these tasks. Moreover, it can be

said that students at DBE are not aware of the fact that they are going to need academic speaking tasks for their departmental studies.

It can thus be concluded that the Department of Basic English may need to redesign its syllabus to address the students' oral language needs for their academic studies in their target departments.

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The examining committee appointed by the Institute of Economics and Social
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The committee has decided that the thesis of the student is satisfactory.

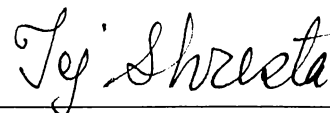
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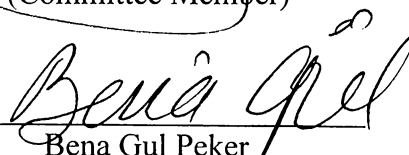
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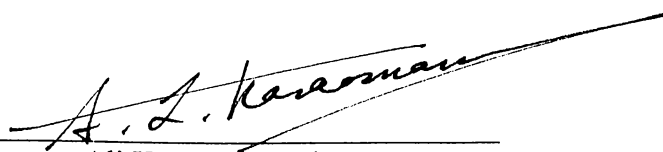


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CHAPTER 1 INTRODUCTION

Introduction to the Study

One of the striking features of the history of language teaching in the last century is the dramatic shift in methodologies. At the beginning of the century, there were two contradicting approaches: The modern approach, focused on using a language and the traditional approach, focused on analyzing a language (Celce-Murcia, 1991). Traditional approaches to language teaching, such as the Grammar Translation Method, focused on analyzing a language and the ability to speak in the foreign language was ignored. In the 19th century, seeing the fact that European languages had increased in prestige and utility, people began to find it necessary and useful to learn other languages (Celce-Murcia, 1991). With an increasing awareness of the importance of communication, the aim of having language students use the language, rather than just learn about the language was promoted. Today, the goal of language teaching has moved from accuracy toward a more fluent and communicative use of language.

The shift of emphasis to communication in language teaching has had the great impact in syllabus design theory, which in turn, has undergone an important shift from language structure to an ability to use language for communicative purposes (Van, 1981). Educationalists in answering such questions as “What is the students’ aim in studying the language?”, “In which context (social, employment, educational) is the language to be used?” and “What particular activities are to be provided?” have focused on communicative competence or the ability to convey and interpret messages and to negotiate interpersonal meanings (Brown, 1984), a primary

goal of the communicative approach. While communicative competence implies competence in all skill areas, most of the experts such as Brown put greater emphasis on oral communication, in other words, developing speaking skills (Brown and Yule, 1983). Within this background, speaking has gained an important role for second or foreign language learners because it can enable them to communicate their thoughts (Berwick 1989). Hereafter, throughout the paper, the terms oral skills and speaking skills will be used interchangeably. Although in some references oral skills include listening, in this study oral skills and speaking skills are accepted as synonyms and exclude listening.

The serious consideration of the spoken language as a subject for teaching has a long history, but has only made a decisive impact on foreign language teaching after the end of the Second World War (Brown & Yule, 1983). Initially, major attention was devoted to the teaching of pronunciation and intonation. Students of the spoken language spent many hours pronouncing the sounds of English and to imitate stress patterns. In the 1950s, teaching the spoken language was largely conceived of as teaching students to pronounce written sentences and was still far from satisfying the oral language needs of the students (Brown & Yule, 1983).

Today students are encouraged to use spoken language forms spontaneously, creatively and appropriately. Developing oral skills in a foreign language is considered to be one of the most important, yet difficult aspects of language learning. Brown and Yule (1983) indicate that when the subject matter is spoken language, there is no tried and tested teaching tradition to lean upon. Therefore, most teachers

avoid dealing with speaking and it is this attitude towards speaking activities that tends to lower the level of student motivation and success.

Oral skills do not come automatically. Dörnyei and Thurell (1992) assert; there are some rules and signals to determine how to ask and answer questions and agree or disagree with others' ideas. Therefore, language learners need to practice them in class. According to Brown and Yule (1983), the aim of the speaking course is that the students should be able to express their needs and ideas in the target language. Nevertheless, in most situations, especially in EAP contexts, the lessons and tests are based on the development of listening, reading and writing. Speaking skills are ignored; however, developing oral skills is important for second language learners.

The 1980s have seen increased attention to oral skills, which enable second language learners to express themselves and to communicate their ideas (Brown & Yule, 1983). Brown and Yule (1983) also state that speaking promotes the expressions of ideas in an organized manner.

It is believed that some effort is necessary to provide assistance for students to develop their oral skills. Current views hold that language teaching should be learner focused and responsive to the needs of learners as learners perceive their needs. A standard way to determine learner needs is through a needs assessment survey through which students can express their needs. This study is an analysis of the oral language needs of the students at Hacettepe University, Department of Basic English (DBE).

The realization of learners' needs calls for the identification of their needs in a systematic way which is known as needs assessment (Johns, 1991). In the context of language instruction the term "needs assessment" refers to the collection and evaluation of information to find out what aspects of language do language learners need to know (Dickinson, 1987). Through needs assessment it is possible to determine the gaps between actual and desired performance (Smith, 1989).

According to Smith needs analysis involves the following steps: 1. Preparing for the needs analysis. 2. Collecting data. 3. Summarizing and analyzing data. 4. Reporting the results.

Since the learner became the focus in modern language teaching, various purposes, motives and needs of language learners have been taken into consideration and students' needs became one of the central factors in curriculum design especially after the Second World War (Hutchinson & Waters, 1987). In order to design a curriculum, the needs of the learners should be analyzed. Celce-Murcia (1995) also states that assessment of student needs is important for determining why the students are learning English. Needs assessment is a strategy through which problems can be examined and recommendations concerning the problems can be made (Saylor & Alexander, 1981). According to Berwick (1989), needs analysis is a research design focused on determining needs and interests of the learner. According to Tarone (1989) to carry out a needs assessment study, the following questions should be answered.

- Who are the learners?
- Who are the teachers?

- Why is the program necessary?

The following sections include the motivation for the study, the purpose of the study, significance of the study and research questions.

Background of the Study

The idea behind this study originated from questions about the possible spoken language needs of the students of Hacettepe University Department of Basic English (DBE) to carry out their academic studies. As a result of informal conversations with teachers from various faculties and instructors from DBE, it has been found that students are incompetent speakers. They have problems in expressing their ideas and this affects their academic success. Moreover, students lack the necessary strategies to cope with various communication situations in class; so, they avoid using English and they tend to use the native language (Turkish) in class. The researcher also found that the average success of intermediate B-level students of is 56% in the oral exam which the students took at the end of the first semester. (Hacettepe University Testing Office documentation; 1996-1997 academic year, Fall semester oral test results)

The aim of the study is to investigate the current and target academic oral language needs of DBE students at Hacettepe University where the researcher has been teaching for two years. The medium of instruction is mainly, if not entirely, English from first year onwards. A one year of preparatory class in English is a prerequisite for the students who do not pass the proficiency exam which is prepared and given by the language preparatory school at Hacettepe University, that is, the

DBE. It has academic staff of about 140 and annual intake of about 1000 students. Those students who are successful in the exam are exempt from the eight month DBE language program and therefore immediately start their freshman year at the university. Unsuccessful candidates of this exam are grouped into B (intermediate) and C (beginner) streams. In the preparatory class, students are given five hours of English per day and twenty-five hours of English per week. In the current situation at DBE, instruction focuses on all four skills of language (reading, writing, listening and speaking). At the end of the year, students take another written and oral proficiency exam for which the passing grade is 60 out of 100. Since speaking is a component in the proficiency exam it has a part in the syllabus; however, the emphasis is on other skills (reading, writing, and listening) and the attitude towards speaking is traditional and it is considered as pronunciation work. The syllabus is based on the following course books: Workout Intermediate and Workout Upper Intermediate (Radley & Millerchip, 1995). The speaking section of the guideline covers such topics as “word and sentence stress, vowel and consonant sounds”. Although developing discussion skills is one of the objectives of the speaking section, micro skills like expressing opinions, agreeing or disagreeing with others’ ideas, asking and answering questions are not mentioned.

In the long term, the aim of DBE should be to provide students with the authentic academic English skills necessary for them to cope with what they will encounter in their departments and to prepare students linguistically for the target situation. In the target situation, students need basic oral skills such as how to express and exchange their ideas, how to ask and answer questions coherently and

present ideas clearly, how to clarify problems that may arise during the lectures and how to give oral presentations and take part in group discussions. However, in the curriculum guideline, activities concerned with academic reading and writing and note-taking are considered as the most important activities to prepare students for the target situation and speaking has secondary importance.

The DBE unit at Hacettepe University also serves as a freshman unit for the English medium departments: Chemistry, Economics, Hydrogeology, Physics, Biology, Mathematics, Management, Statistics, Economics, and Computer Engineering. Academic reading and writing courses are offered by DBE under the name of 'service' courses for these departments. In this study, two departments (Chemistry and Economics) were chosen as representative of the target situation that students of DBE will meet after English language qualification.

Statement of the Problem

The researcher has observed that frequently even after one year of intensive English, students usually complain that they have problems in using English. The data obtained by the researcher through class observation in 1996-1997 academic year Fall semester shows that students have varying degrees of communication difficulties. They have difficulties in expressing their ideas fluently, they avoid asking questions, they have problems with giving oral presentations and taking part in discussions. The hypothesis in this study was that there is a discrepancy between the emphasis put on oral skills in the preparatory program and oral skills required of the departments. Since the students have to be able to communicate in English in

their departments; and they need English for their future careers, it is believed that the students need more help in developing their academic oral skills.

Purpose of the Study

The aim of the study is to identify current and future oral language needs of the students at Hacettepe University, DBE. According to Mckey and Mountford (1978) current needs are what the students need the language for now and future needs are what the students may want the language for at some time in the future. According to Brown (1984) all people concerned in the process of needs assessment should be involved; so learners, language teachers at DBE, administrators of both DBE and other departments will be consulted and the perceived needs will be compared. According to Berwick (1989), each needs analysis study needs a careful definition; in this study, the definition is the perceived oral language needs of the students at DBE, Hacettepe University.

Significance of the Study

It is argued that “The Turkish educational system is extremely formalistic” (Bear, 1990, p. 28) and this is reflected in language teaching as well. In most of the language teaching contexts, especially in EAP contexts like universities, written expression seems to be given priority over oral expression and grammatical correctness and de-contextualized vocabulary are emphasized (Bear, 1990). Since oral skills have been somewhat neglected nationally as a focus for academic preparation, it is hoped that the DBE students at Hacettepe University, the language

teachers at the same department and the administrators of both DBE and other departments will benefit from the identification of the current and future oral language needs of the students. Through this study, the students and faculty can become aware of the students' need for oral skills at university level and with this background the preparatory school staff and faculty staff can work collaboratively towards the development of oral skills.

Research Question(s)

The main research question is: What kind of oral skills do the students of DBE at Hacettepe University need for their academic success?

The sub-research questions are:

1. What are the DBE students' perceptions of their needs for oral skills?
 - a) What requirements for oral skills are observed in preparatory classes for students in DBE?
 - b) What are the patterns of lecture participation as determined by classroom observation?
2. What are the freshman students' perceptions of their needs for oral skills?
 - a) What requirements for oral skills are observed in actual subject area classes for students undertaking academic study in Chemistry and Economics?
 - b) What are the patterns of lecture participation as determined by classroom observations?
3. What are the DBE instructors' perceptions of their students' needs for oral skills at DBE?

4. What are the administrators' perceptions of students' needs for oral skills at DBE?

This chapter has explained the background of the study, provided the statement of the problem, purpose of the study and significance of the study. The following chapter will give a review of literature on the development of oral skills and needs analysis studies carried out until today.

CHAPTER 2 LITERATURE REVIEW

This chapter intends to present an overview of the literature dealing with oral skills and needs assessment. First it provides a basis for the study and presents a brief history of the role of oral skills throughout language teaching history. It will also take a close look at the training of oral skills and oral communication needs of Turkish students. Next it gives various definitions for needs and needs analysis, and focuses on objectives and purposes of needs analysis. Next, it summarizes various types of needs analysis and provides a brief explanation of different approaches towards needs analysis. The final section reviews different methods used for conducting a needs analysis survey.

Development of Oral Skills

Throughout the world, English is used in every sector of society such as industry, trade, and academic studies. Especially, during the last two decades people around the world have had more opportunity to interact with each other and spoken interaction plays a major role in communication. With the various social and technical developments in the world and their reflections in language teaching methodology, oral skills have gained great importance in the current methodologies of language teaching and greater emphasis has been placed on the development of oral skills across ESL (English as a Second Language) and EFL (English as a Foreign Language) curriculum programs (Hutchinson & Waters, 1987).

In fact, since the time of Aristotle, scholars have stressed the importance of oral and written communication training as essential components of any type of

education (Cronin & Glenn, 1988). Boyer (in Cronin & Glenn, 1988) states that “proficiency in the written and spoken word is the first pre-requisite for an effective language education”. In an EFL context students do not have a chance to hear and to speak English out of class; hence, their speaking and listening skills are assumed to be weak and they might need practice and guidance in order to develop their speaking skills. If foreign language learners are not taught oral skills, they will keep quiet or they will speak like a book.

In the history of language teaching with the changing needs of people and developments in history, different methods and approaches have come and gone. Each method emphasized a different aspect of language. In the Grammar Translation Method, the importance was completely on reading and writing, “the ability to speak in the foreign language was regarded as irrelevant” (Celce-Murcia, 1995, p. 11). Following Grammar Translation, the Direct Method, a language teaching approach that attempted to stimulate the conditions of first language acquisition by moving away from the formal teaching of grammar, was developed. A few decades later the Audiolingual Approach followed suit by placing written language in a decidedly ‘subordinate role’ (Vann, 1981). Proponents of the audiolingual theory specified a carefully sequenced chain of learning: listening, speaking, reading, and writing. With the rise of the communicative approach, communicative competence gained great importance and there have been marked changes in the goals of language education programs. These changes neither occurred suddenly nor were built up on a coherent system (Celce-Murcia, 1995). With the communicative approach, to know language forms, meanings and functions is accepted as insufficient; students must be

able to apply this knowledge in negotiating meaning. Interest has shifted from language structure to meaning (Kramsh, 1981). Moreover, the teaching of speaking skills has become increasingly important. It is believed that concentration on the formal features of language and on development of speaking skills in second language fails to provide the language students with the necessary level of conversational ability. The concept of communicative competence has resulted in an emphasis on meaning.

Today, oral communication is accepted as the goal of language education programs in view of the idea that language is for communication. According to Vann (1981) to know a language is to speak it. An emphasis on oral language dominates recent language teaching theory. Riggensbach and Lazaraton (1991) state that “language students are considered successful if they can communicate effectively” (in Celce-Murcia, 1995, p. 125).

When training for oral skills is important both for ESL and EFL situations; but it is believed that it is essential especially for EAP contexts where the students have a limited chance to use the language. The rationale for an emphasis on oral training across the EAP curriculum is to help students express their ideas and communicate in English. Speakers in the classroom situation usually use language to express their learning experience (Kramsh, 1981). Therefore, oral skills are important for academic studies. The most important oral skills for university students are: expressing ideas freely, asking and answering questions, asking for clarification, agreeing and disagreeing with others’ ideas, and giving oral

presentations. Teaching these skills are considered to be one of the most difficult aspects of language teaching.

Studies on Oral Skills

To prepare students for the tasks required of them in subject matter classes, teachers of English for Academic Purposes (EAP) must be aware of the nature of those tasks. Recent research done at the University of Colorado at Colorado Springs (UCCS) relates oral competency to academic and professional success and points to the importance of oral competency for college and university students (Curtis, Winsor & Stephens 1989; Rubin & Graham, 1988; Rubin, Graham & Mignerey, 1990; in Morrale & Shrewin, 1993). The aim of the study was to enhance the oral communication skills of the undergraduate learners through an academic approach. It showed that students who acquire skills in oral communication, may be better prepared to compete in the classroom and in the business or professional arena.

In EAP contexts little attention has been given to the description of academic oral skills with the exception of the Ostler (1980) and Ferris and Tagg (1996) studies. Ferris and Tagg (1996) conducted research about the expectations of university instructors and the needs of university students. Nine-hundred professors at four different institutions were chosen as subjects for the study. They concluded that the instructors' requirements vary across academic discipline, type of institution and class size. Ostler (1980) surveyed the relative importance of various academic tasks across all major skill areas (speaking, listening, reading and writing). Six specific oral aural tasks were ranked by the students in the following order of importance:

class notes, asking questions, discussing issues, giving talks, panel discussions and interviews. Ostler (1980) concludes that ESL university students in general, need help in developing academic listening and speaking skills. For their academic success, students need to express their ideas as completely and explicitly as possible. They also need to know how to expand and repair their oral communication. The rules of discussion such as turn taking and linking ideas and giving oral presentations are also considered to be important academic skills. It is believed that the requirements and expectations of instructors in terms of oral skills should also be taken into consideration while doing a needs analysis study.

Another study which determines the oral language needs of the learners in view of their target behaviors belongs to Kurtoglu (1996). Her study aimed to explore the nature of the discourse roles activated in the discourse communities with a view to describing the implications these roles have for the preparatory school at Middle East Technical University. The hypothesis in her research was that there is a discourse discrepancy between what the preparatory school offers in terms of language and what the students in discourse communities really need. Similar to Ferris and Tagg's study, she explained the requirements of the faculties in terms of oral skills.

Needs in EAP Situation

In practice, ESL and EFL teachers do not have a chance to develop their own program to teach oral skills. Riggensbach and Lazaraton (in Celce-Murcia, 1991) state that "the ESL and EFL teacher is often presented with a syllabus and is

expected to teach from it” (p. 125). Furthermore, in some cases, the textbook assigned may not focus on the language skills needed by a particular group of students. In other words there might be some disagreement between the curriculum designed and the needs of their learners. The most effective way to determine needs is to carry out a needs analysis survey that can describe the learners’ needs precisely. Long and Crooker (1992) say:

“There has been a tendency for teachers and curriculum designers, especially of general English classes, to intuit the needs and future language uses of students rather than to attempt to discover them ... Instead of guessing at student needs we must constantly develop new techniques for examining the tasks students have to perform in English for understanding the target situations in which they will operate and for analyzing the discourse of target situations” (in Ferris and Tagg, 1996, p. 51).

Target situation analysis (TSA) is important for gathering data about needs. TSA involves discovering the tasks and activities learners will perform. To obtain meaningful information, the results of TSA should be compared with the results of Present Situation Analysis (PSA), which refers to the investigation of the current program (Richteich & Chancarel, 1980). The comparison can be done by questionnaires, interviews and classroom observation. After TSA and PSA analysis it becomes possible to determine the discrepancies or gaps between current and desired performance (Richteich & Chancarel, 1980). It is also stated by Riggensbach and Lazaratanov (1991; in Celce-Murcia, 1995) that the “necessary first step in implementing a course in speaking, is a needs analysis which identifies the

requirements of the learners involved” (p. 126). The research done at UCCS also started with the needs assessment of students, and the aim of it was to identify the most problematic oral communication situations facing undergraduate students. Because it is believed that once the students’ speaking needs are identified the appropriate programs can be developed in relation to those needs. The results of the study showed that the students of UCCS identified oral presentations as the most problematic communication situation.

Definition of Needs and Needs Analysis

According to Kaufmen (1995), the word ‘need’, when used as a noun, is a gap between success and failure or a gap between current results and desired ones. When it is used as a verb, it means a method, procedure or activity. Smith (1990) states that “needs assessment is a process for identifying the gaps between the educational goals schools have established for students and students’ actual performance” (p. 6).

According to Savignon (1983), needs assessment is “a survey of learner needs and interests and forms a basis for second language curriculum and materials development” (p. 307). Tytler (1986) defines needs assessment as: “the first step in the design and development for a successful training program is finding out about the people to be trained and type of training they need; this process and the information you gather is usually called a needs analysis” (p. 3). Tarone and Yule (1989) state that “the term needs analysis when it has been used in the context of language instruction, has usually refers to the collection and evaluation of information to answer the question: what aspects of the language do some particular

group of learners need to know?” (p. 37). Dickinson (1987) defines needs as “specific requirements that learners have for the foreign language they are studying” (p. 88). Taba (1962), like Smith states that needs analysis is “the gap between the present state of an individual and the desirable objective” (p. 287), and he sees educational needs as a criteria for setting objectives.

Johns (1991) states that the discussions focusing on learners’ needs started among EFL practitioners almost 30 years ago. She also states that the discussion focused on questions like: Who are they? What will they be doing with the language they are learning?

Since the aim is to make the learners become aware of their purposes and needs in learning English, a successful curriculum design must be constructed by investigation of the English learners’ needs. Hutchinson and Waters (1987) comment that the development of English courses, based on learners’ needs and interests, will improve the learners’ motivation and, thereby, make learning better and faster. Tarone (1989) indicates that the textbooks and the planned syllabus may not always satisfy the needs of a particular group of students and she emphasizes that only through needs analysis it is possible to identify areas where the textbook does not meet the needs of the students. An analysis of learner needs and expectations is very important for developing a course design both for general and specific English.

Purposes of Needs Analysis

Needs analysis procedures for language planning appeared in the 1970s with the adoption of The Council of Europe’s Modern Language Project. Richards (1984)

suggests that needs analysis has three main purposes: It provides a means of obtaining wider input into the content, design and implementation of a language program through involving learners, teachers and employers in the planning process; it can be used to identify goals, objectives and content; and it can provide data according to which the existing program can be reviewed. Ashworth (1985) states that the main purpose of needs analysis is to identify a potential student population and to indicate its linguistic needs. Hoadley and Maidment (1983) define the objectives of a needs identification study as follows.

- To contribute to a more accurate assessment of learner needs before planning a course.
- To contribute to the assessment of the learners language needs and present proficiency level.
- To contribute to the examination of the patterns to overcome cross-cultural difficulties.
- To provide a method to increase student autonomy.
- To help with the integration of all methods and findings into the general classroom as quickly as possible. (p. 40)

The aim of this study is to identify academic oral language needs of Hacettepe University students precisely.

Types of Needs and Needs Analysis

According to Hutchinson and Waters (1987), learners' needs are divided into two categories, target needs (what the learner needs to do in the target situation) and

learner needs (what the learner needs to do) in order to learn. This study is going to concentrate on the 'target needs' rather than 'learner needs'. Target needs involves two necessities-- lacks and wants. Necessities are what language learners have to know to operate efficiently in the target situation. Lacks are what language learners still need to know to catch up with the language efficiency required by the target situation. Wants are the language learners own view on their needs. The purposes of the language learner, with whom, where, when and how the language will be used, are the important issues that take part in analysis of target needs. Tarone (1989) states that gathering real world information concerning the students' actual or future language use situations is an important step in analyzing their target needs.

According to Tarone (1989) the two basic characteristics for needs analysis study are: what the learners know (and do not know) and what they need to learn. In addition, Tarone also states that needs analysis can be done in two ways-- system-wide needs analysis and local needs analysis. System-wide needs analysis can be done by the administrator, textbook writer, professional curriculum designer and researcher. Through system-wide needs analysis, it is possible to identify the goals of the average student population and to set course goals accordingly. On the other hand, local needs analysis refers to the needs of a unique group of learners and can only be implemented by the classroom teacher in light of her perception of local student needs.

Richards (1990) also classifies learners' needs into two kinds, situation needs and communicative needs. The former type is not the issue of this study. The aim of this study was to determine the specific oral skills that the learners need for their

academic studies. Thus, communicative needs which are concerned with the setting, the roles of learners in the target situation, the necessary skills and language tasks that the learners will need and the level of language proficiency which is required by the learners' target situation form the basis of this study. According to Savignon (1983), learners' needs may be immediate and specific "as in the case of university students enrolled in a specialized course of studies or non-immediate and varied "as in the case of learners in traditional programs" (p. 307). In this study, the needs of Department of Basic English students are grouped under non-immediate needs, because according to Savignon college or university students often have no immediate use for second language skills. Their career goals may be as yet undetermined and there may be no way of anticipating the eventual use to which they will put their knowledge of another language. Some learners may enroll in second language courses for the purely instrumental purpose of meeting university requirements. Whatever the case, needs assessment surveys have been used successfully as a first step in the revision of existing programs or to confirm impressions of learner interest.

Needs assessment can be teacher-executed or student-executed. Since teacher executed needs assessment is time-consuming, Hanks (1982, in Tarone, 1989, p. 45) indicates that the best alternative for data gathering is the learner-executed needs assessment. Hanks argues that "there are sound educational and philosophical reasons (propounded by people like Freire, 1970 and Jenks 1981) for having the students tell the teacher what they need to learn in their own target situation." Hanks believes that with guidance from the teacher, learners themselves can, provide the

teacher with valuable information about the situations in which they currently need and will need to use the language. Learner-executed needs assessments have a number of advantages for ESL and EFL teachers.

They save the teacher a tremendous amount of time. They permit the learners to become the experts on their own language needs (thereby improving learner motivation in the ESL classroom). They provide the teacher with data which might otherwise be hard to get and they allow insights the teacher might not have planned on (Tarone, 1989, p. 45).

The only disadvantage is that there is the possibility that students may not be accurate in their reports. Tarone (1989) says this disadvantage can be remedied in the long run as the teacher gathers information from more and more students she will be able to weed out inaccuracies and fill-in the gaps. Due to the advantages of learner executed needs analysis, this needs analysis survey is also going to be learner executed.

According to Posner and Rudnitsky (1978) a course rationale is composed of three components: the learner, the society and the subject matter. Since the learner is the heart of learner-centered teaching, the needs of learners are the most important data source for the language program. It is important to determine learners' attitude towards learning and teaching before developing a curriculum program for an EFL situation.

There are different approaches in carrying out needs analysis. Cousin (in Dickinson, 1987) has a new approach to needs analysis. He designed an Aims and Objectives Questionnaire to help 'self-directed' English learners to identify their

needs and aims in English language improvement. In fact, the questionnaire was designed for English teachers and has a lot of technical vocabulary; so, it is less suitable for general users. The questionnaire addresses various areas of the language which can be chosen as learning objectives. The user is asked to decide on the area which needs improvement. In the end, the user comes up with a list of objectives for learning a foreign language.

Allwright's (in Dickinson, 1987) approach to the needs analysis process is rather different than Cousin's. According to Allwright, the system of needs analysis starts with the learners' perceptions of their needs in their own terms. Like Hutchinson and Waters (1987), he distinguishes between 'needs', 'wants' and 'lacks'. His system consists of two questionnaires, each relevant to the other. The first questionnaire deals with the identification of needs, wants and lacks. Learners write their own list of needs using their descriptions; however, it is very difficult for learners to decide on their own language needs so they are advised to take part in a technical workshop and generate ideas on their present and future needs. Then they complete another needs questionnaire after the workshop. The information written on the questionnaires can be interpreted by a counselor and the counselor can help each learner to meet their language needs.

Harding-Esch (in Dickinson, 1987) has a simpler approach to needs analysis. His system can be used by the learner without help from a counselor. His self-access language learning contains a needs analysis leaflet which contains questions about language learners intentions and purposes in learning a language. The users first

think through the questions and then work with the materials and activities appropriate to their needs on their own.

The approach developed by Tarone and Yule (1989) suggests “the collection and analysis of data on the linguistic and social context of the classroom, the characteristics of the educational system within which language instruction will take place” (p. 39); because, establishing what the learners need to know involves determining what the learners’ aims are in learning the language. Throughout this study Tarone and Yule’s approach will be followed. Through questionnaires, interviews and observations data on the linguistic context of the class will be collected and analyzed.

Disadvantages of Needs Analysis

According to Holmes (1989) the main problem with the classical type of needs analysis, is that it is carried out only once, at the beginning of the course. However, most of the time, the needs and wants of students and teachers change during the course. How can the needs analysis be changed so that it can give us feedback throughout the course instead of only at the beginning? Holmes (1989) suggests that one solution would be “to carry out a regular needs analysis at various stages during the course and channel the results back to the students” (p. 9). Assessing students needs at regular intervals and discussing them in class is really a new and a useful method of needs assessment.

Holmes (1989) suggests different ways of evaluating student needs. One of them is classroom observation: “what the teacher sees hears and feels and how she

interprets the going-on in the classroom” (p. 9). The other is student production: ‘How students perform on tasks, exercises or activities that are part of the course” (p. 10). Informal needs analysis takes place in class in the form of informal discussions to detect any changes in attitudes or awareness which have taken place during the course. Holmes states that “If we have information from more than two sources of data than our accuracy will increase” (p. 10). So, since needs analysis is a specific type of classroom research whose aim is to obtain data to be used in course design, collecting data from different sources will increase its validity.

Methodology of Needs Assessment

According to Smith (1990), needs analysis involves the following four steps:

1. Preparing for the needs analysis
2. Collecting data
3. Summarizing and analyzing data
4. Reporting the results

Collecting data is very important to understand the learners and to identify the present conditions of the organizations and it is necessary to collect information from a relatively large number of persons. Gathering information about the target group is essential for a needs survey whose aim is to help to develop a more responsive program to the learner needs. According to Tytler (1986) the first step in a needs analysis study is to design a needs analysis plan. The plan should outline:

- What information will be gathered,
- Where or from whom the information will be collected,

- What methods will be used to get the information,
- What the final summary or interpretation will look like.

Richterich (1983) suggests that all needs assessment studies begin with the same operations.

- Collecting information
- Explaining the information to make choices and decisions.

Also, Richterich finds it helpful to think about the following questions:

- Who decides to identify needs?
- Who collects the information?
- What information?
- On whom?
- How?
- To do what?
- In what form?
- What is the relation between the cost of the information and its usefulness / effectiveness?
- How to assess the whole identification procedure?

There are several methodologies used for needs assessment and there are various data collection techniques proposed by various authors.

According to Holiday and Cook (in Adams-Smith, 1989) necessary data can be gathered in terms of different perspectives:

1. What the subject teacher thinks the learner needs to know.
2. What the institution thinks the learner needs to know.

3. What the English language teacher thinks the learner needs to know.
4. What the learners think they need to know.
5. What the learner wants to know.

Yalden (1987) suggests classroom observation, discussion, questionnaires and interviews for data collection techniques.

Classroom observation: Can be used as a tool for observing and evaluating the educational process. The aim is to find out if the facilities are adequate and if they meet the needs of the learners. Yalden also suggests using a checklist for collecting observational information. Tytler (1986) states some advantages and disadvantages of classroom observation:

Advantages:

- yields data that are not skewed by recall or interpretation
- can bring out subtle things hard to express in interviews or questionnaires
- can be a good way to gather data for course materials later on
- can build rapport with the target population

Disadvantages:

- often requires some knowledge of the job
- does not always reveal attitudes
- can interfere with work
- can require time to see all aspects of a job, making it an expensive

technique

- may influence what happens (by observer's presence)
- reveals what is, but not necessarily what should be

Questionnaire: This is the most popular method of gathering information about learners' needs. According to the information provided by the questionnaire the content and the target skills of the course can be reorganized. Rodrigues (1983) states that questionnaires can provide very interesting answers on:

- The choice of the language
- What purpose they thought learning it could serve
- The materials used
- Motivation
- Activities performed

Yalden (1987) states that, in a questionnaire there can be questions about the background of the learner, their learning styles and their language needs. It is also possible to include open-ended questions, however, they are difficult to analyze.

Interview: Interviews give people a chance to express their opinions in a relaxed atmosphere. There are number of advantages as well as disadvantages of having interviews with individuals or groups. Tytler (1986) states:

Advantages:

- can pick up more information from tone, personal appearance or expression
- are flexible and allow questioner to probe further where needed
- can build commitment in interviewee(s)
- may provide insights in interviewee(s)

Disadvantages:

- require skilled interviewers, especially for group interviews
- may make people uneasy
- may reflect the interviewer's biases
- are time consuming and can reach only a small sample
- are more difficult to analyze

Smith (1989) states that there are obtrusive and unobtrusive methods of data collection. Observation, interview, questionnaire and discussion are obtrusive methods of data collection. Whereas, document analysis like school records, test scores and grades are unobtrusive methods of collecting data.

Summary

In this chapter, the literature concerning needs assessment studies was reviewed. In the first part of this chapter, the definitions of oral skills and their importance in foreign language teaching were discussed. In the second part, the definition of needs analysis, objectives of needs analysis procedure, types of needs analysis, its different levels and problems and the methodology of needs analysis studies were presented. Very little research dealing specifically with needs assessment in determining oral skills exists. The next chapter is going to explain the research design of this study and it will include the information about the subjects involved, materials and procedures used in this study.

CHAPTER 3 METHODOLOGY

The concern of this study was to reveal what the parties in the teaching and learning process perceive to be the oral language needs of preparatory school students at Hacettepe University. The justification for this study was the assumed discrepancy between the emphasis put on oral skills in the preparatory program and oral skills required of departments. It was believed that DBE (Department of Basic English) does not offer an oral language program which helps the students to be successful at their departments which is the target situation. The rationale was that the students of DBE need to develop oral skills for academic purposes and listening comprehension strategies.

The main research question was ‘What kind of oral skills do the students of DBE at Hacettepe University need for their academic success’? Since the purpose of the study was to identify current (preparatory school) and target / future (student departments) oral language needs. A needs assessment involving DBE English teachers, subject matter instructors, students and administrators was conducted. This is a descriptive study in which data related to the perceptions of groups involved were collected through administration of questionnaires, interviews and classroom observations.

First, interviews were conducted with the Head of DBE and the heads of two English medium departments, Chemistry and Economics. The interviews were used to compare the different perceptions of student needs. As a second step, questionnaires were prepared and distributed randomly to selected groups of students and instructors. The data obtained from class observation were compared with

interview and questionnaire responses. This study adopted the eclectic approach of needs assessment borrowed from the studies done by Smith and Berwick (1989) and Dickinson (1987).

In the following sections, first subjects are introduced, then the materials and instruments of the study are explained, followed by data gathering and data analysis procedures.

Subjects

Five different groups of subjects were included in this study. These included preparatory class students at Hacettepe University, freshman students of the Chemistry and Economics departments, DBE English language instructors from the same departments and administrators of both DBE and Departments of Chemistry and Economics.

The selection and description of each group of subjects are presented below.

Preparatory Class Students:

Thirty-six pre-faculty (preparatory class) B-level (post-intermediate) students participated from the nearly 100-120 B-level students. The students were chosen randomly among four classes; they were not from the same class. Their age range was between 18-21. B-level students were chosen with the assumption that they were intermediate students, who may need to develop oral skills

Freshman students:

Thirty first year students from Economics and forty-nine first year students from Chemistry were given the questionnaires. Their age range was 19-22. These students had either attended preparatory school or passed the proficiency exam.

The Head of DBE:

The head of the DBE and the academic coordinators were included as subjects. It was believed that their perception of the oral language needs of DBE students was critical to the determination of time and type of study devoted to oral skills development.

Administrators of the Departments:

Interviews with the head of the Chemistry and Economics Departments were held, because their points of view about the English language policy of their faculty were considered important. Besides, it is believed that the opinions of the heads departments will give insights about problem areas of the freshmen students. Since the medium of instruction is not English in all of the departments the choice was made among English medium departments.

English Language Instructors:

Eight English language instructors (all B-level teachers) participated in the study. Their ideas and suggestions were sampled through questionnaires. They were chosen randomly. Their age range was between 25-45 and they had from 5-15 years of experience.

Materials

For this research study, three types of materials were used: questionnaires, oral interview forms, and classroom observation checklists.

Questionnaires:

Two different types of questionnaires were developed. These questionnaires are in Appendixes B, C and D. The first one was for students of DBE and freshmen

students (Chemistry and Economics) and the other one was for the instructors of DBE. The aim of the questions was to sample students' perceptions of their oral language needs. The questionnaires were piloted with three English language instructors and ten DBE students.

The student questionnaire consisted of 18 questions in three sections. The first section was designed to obtain biographical data, hence the questions on gender, age and background. Although these variables are not directly related to the research questions, it was felt that these variables might be significant. The second part was concerned with assessment of the value of speaking as a skill and the students' view of their oral language needs. In this part students were also asked to evaluate their ability to both communicate and understand English in several academic and social contexts. The students were to rate themselves on a perceived skill scale of 1-5. In the last section students were asked to circle the skills which they need now or expect to need in order to achieve their academic objectives. There was also one open-ended item which encouraged subjects to go into more detail or to express different views on the questions asked.

The teacher questionnaire was designed to parallel the student questionnaire; it had the same sections. Although many questions were parallel, some questions (e.g. Question 3) about teaching priorities were unique to the teacher questionnaire. The reason is that they are directly related to the teacher context, but the rationale is the same with the students' questionnaire.

Interviews

Interviews were used as another source of data. The interviews were guided by semi-structured questions which were similar to those in the questionnaire. Although most of the questions were determined in advance by the researcher (structured questions), during the interview, some other questions were added depending on the answers of the interviewees. Before the interviews, the interviewees were informed about the aims and the practical value of the research. The interviews were held with the head of DBE and the head of the Economics and Chemistry Departments.

Class Observation

The observation of the classes was a useful means to get information on the students' oral language needs. Classroom observation is a tool for observing and evaluating educational processes. Collecting objective and non-interpretive records of verbal behavior in class is one important aspect for classroom observation. Yalden (1983) suggests the use of checklists for collecting observational information. In this study, the FLint (Foreign Language interaction) observation checklist, developed by Moskowitz, was chosen as an observation instrument (in Allwright & Bailey, 1991). It is used as a research tool rather than a feedback tool. Through the FLint checklist, language interaction was observed (see Appendix A for the checklist).

Research Design

This research was a descriptive study in which data related to the perceptions of different groups were surveyed by means of questionnaires, interviews and class observation. In this case survey methodology was used to reveal academic oral language needs of DBE students at Hacettepe University. In reviewing the literature it was found that needs assessment studies are usually focused on ESP contexts however this study was carried out in a preparatory school and two different faculties Chemistry and Economics. The focus was on the learners' needs for oral language in an EAP context. A survey of literature showed that there is little published research on the nature of speaking tasks expected or required of university students for EAP purposes. The hypothesis was that there was a discrepancy between what DBE offers in terms of academic oral skills in the preparatory program and what is required of students in departments at Hacettepe University. The hypothesis was formed based on commentary from informal chats with English language instructors and students.

Procedures

As a first step, interviews were conducted with departmental heads (Departments of Chemistry and Economics) and the head of the DBE. The Economics and Chemistry Departments were chosen as representatives of the target situation. Chemistry was chosen to represent the Faculty of Science, and Economics the Faculty of Humanities and Letters. The interviews were held by appointment in the offices of the participants. Each lasted about nearly 15 minutes. The interviews were taped with the consent of the participants. The rationale for the interviews was

to enable the participants to express their opinions freely guided by the interviewer by means of open-ended questions.

After the questionnaires were developed, they were piloted before the actual administration and were assessed for revision of ambiguous questions, repetitiveness, unclear instructions, and questions leading to bias and time constraints. The necessary changes were made. Then the questionnaires were handed out to English instructors to be completed on their own time and they were requested to return the questionnaires within a week. Before distributing questionnaires and having interviews, the participants were informed about the background and the purpose of the research.

Having been informed about the purpose of the study, the students completed the questionnaires in one of their English courses. The students were asked to fill out the questionnaires in 15 minutes, and they were collected immediately to ensure full participation by the students.

Classroom observations employing checklists (FLint) were used as a means of data collection. The researcher observed two different B level DBE classes each taking 45 minutes. In addition, two classes from the Chemistry and Economics Departments as representative of the target situation were observed. The classroom observations were used to triangulate data collected from the students and teachers through questionnaires.

Data Analysis

The questionnaires contain mixed question types. During data analysis, tables and graphs were used to show results. The data obtained from the first part of the questionnaire displayed in a table which shows the distribution of student population according to their future major. The majors were grouped into sciences and humanities.

The rating scale responses were analyzed in terms of the perceived skill levels; whether negative or positive. Other types of questions, like yes / no and multiple choice questions were analyzed by frequencies and displayed in a table of percentages. The responses elicited from different groups of the population about the oral language needs of the students and the percentage, frequencies and the mean scores of those responses were compared and presented in tables. The answers to open-ended questions were analyzed by putting them into categories according to recurring themes. To analyze the interview answers, coding technique was used. First, the transcriptions were read and important points were underlined. Each component was coded on the right margin by writing the codes which were devised in three letter form and kept semantically close to the terms they represented (Miles & Huberman, 1994).

This chapter has discussed the subjects included in the study, the materials used in the research design and the procedure and data analysis techniques used. In the next chapter results of the needs assessment procedures are displayed and discussed.

CHAPTER 4 DATA ANALYSIS

Overview of the Study

This study investigated the current and target academic oral language needs of the students at Hacettepe University. A needs analysis was conducted to determine how preparatory school students and freshman students perceive their oral language needs, as well as how administrators of departments and English language instructors perceive students' oral language needs.

To collect data, three different methods were used: oral interviews, questionnaires and classroom observations. One hundred and eight subjects were involved in this study. Interviews were conducted with departmental heads and questionnaires were administered to preparatory school students, freshman students and English language instructors. Lecture observations were conducted both in the Department of Basic English and in the Departments of Chemistry and Economics. It is believed that the observation of the lectures was a useful means to obtain information on the students' academic oral language needs. The observations were useful to compare what the interviewees said about the needs of the students during the interviews and what was actually happening during the lectures.

Both the interview questions and the questionnaires aimed to test the hypothesis that students are weak in oral skills and they need help to develop their oral language skills for their academic success. Moreover, there is an assumed discrepancy between the emphasis put on academic oral skills in the preparatory program and oral skills required in departments. Each item, used in the

questionnaires, had the objective of finding answers for the following research questions:

1. What are the DBE students' perceptions of their needs for oral skills?
 - a. What requirements for oral skills are observed in preparatory classes for students in DBE?
 - b. What are the patterns of lecture participation as determined by classroom observation ?
2. What are the freshman students' perceptions of their needs for oral skills?
 - a. What requirements for oral skills are observed in actual subject area classes for students undertaking academic study in Chemistry and Economics?
 - b. What are the patterns of lecture participation as determined by classroom observation?
3. What are the DBE instructors' perceptions of their students' needs for oral skills at DBE?
4. What are the administrators' perceptions of students' needs for oral skills at DBE?

In this chapter, the results of the data will be analyzed using the following procedure. First, the results of questionnaires will be analyzed separately for each group, that is, the DBE students, the Freshman students and the English language instructors. The results will be displayed in tables as frequencies and percentages. In addition, for ranking questions the means for each item is provided to give the overall rank-order. Then, parallel questions from the three questionnaires will be highlighted and compared. Comparisons will be made on the perceived oral

language needs of the students by each group. Following these comparisons, the interviews will be analyzed, and the answers of the three interviewees will be compared in categories based on analysis of the transcripts. As a last step, the analysis of the lecture observations will be given. An ethnographic approach will be used to analyze the interaction in the classrooms and a partial record of the observations will be used. The structures of lectures and patterns of interaction will be compared in order to identify and describe the differences between them.

Analysis of the Questionnaires

Three types of questionnaires were designed, one for DBE students, one for freshman students and one for English language instructors. The number of the subjects who responded was one hundred and five. All questionnaires were divided into four parts. The first part had the biographical information. The second asked subjects to rank order the language skills by various criteria. The third part had subjects rate frequency of language skill use and the last part sampled opinions about oral skills using agreement/disagreement Lickert scale responses to given statements.

DBE student questionnaire:

Excluding biographical information, the DBE student questionnaire had 18 items. This questionnaire was distributed to 50 randomly selected students and 49 students completed it giving a response rate of 99%. Thirty five (71%) students were male and 14 (28%) were female. Ninety five percent of the students were between ages 17-20. Among the 49 respondents, 21 (42%) have been studying English for 7-

10 years. Fifteen respondents were from the engineering faculty, 17 from science, 13 from economics and 4 from education faculties. 37% of the respondents had English as the medium of instruction in their departments and 85% were going to have English as a required subject. In the rest of this section, the answers of the DBE students to the given questionnaire will be analyzed.

Questions 1-3 asked students to rank order the given language skills by alternate criteria. In the first question, to determine to what extent the speaking skill is important for DBE students in their current situation, the respondents were asked to rank the four language skills (reading, speaking, listening and writing) in order of importance. Table 1 presents the DBE students' ranking of language skills in order of importance.

Table 1
DBE Students' Ranking of Language Skills in Order of Importance(N=49)

(Question 1)					
Ranking	Reading	Speaking	Listening	Writing	Rank Order
1	8 (16.3%)	29 (59.2%)	5 (10.2%)	7 (14.3%)	Speaking
2	18 (36.7%)	6 (12.2%)	17 (34.7%)	9 (18.4%)	Reading
3	19 (38.8%)	5 (10.2%)	15 (30.6%)	10 (20.4%)	Listening
4	4 (8.2%)	9 (18.4%)	12 (24.5%)	23 (46.9%)	Writing
Mean	2.4	1.9	2.7	3.0	

Note: 1= most important, 4= least important

When the means of the answers are compared, it is observed that the respondents ranked the language skills as 1.speaking ($\underline{M}=1.9$), 2.reading ($\underline{M}=2.4$), 3.listening ($\underline{M}=2.7$), 4.writing ($\underline{M}=3.0$), in decreasing order of importance. Of the 49 respondents 29 (59.2%) ranked speaking as the most important skill. Eight students (16.3%) placed the reading skill, 5 students (10.2%) placed the listening skill and 7 students (14.2%) placed the writing skill in the first place of importance.

The second item was designed to gain information about the target situation, which was defined as the faculty or department where the students intend to continue their education after completing preparatory school. The aim of this item was to determine to what extent the students think the speaking skill is important for their studies at their future faculty, which is the immediate target situation.

Table 2
DBE Students' Ranking of Language Skills for Immediate Target Situation (N=49)

(Question 2) Ranking	Reading	Speaking	Listening	Writing	Rank Order
1	22 (44.9%)	11 (22.4%)	8 (16.3%)	9 (18.4%)	Reading
2	12 (24.5%)	11 (22.4%)	16 (32.7%)	10 (20.4%)	Speaking
3	8 (16.3%)	13 (26.5%)	7 (14.3%)	20 (40.8%)	Listening
4	7 (14.3%)	14 (28.6%)	18 (36.7%)	10 (20.4%)	Writing
Mean	2.0	2.5	2.7	2.6	

Note: 1= most important, 4= least important

As Table 2 shows that according to the means obtained the average ranking of the respondents was: 1.reading (\underline{M} =2.0), 2.speaking (\underline{M} =2.5), 3.writing (\underline{M} =2.6), 4.listening in decreasing order of importance (\underline{M} =2.7) (see Table 4.2). Of the 49 respondents, 22 of them (44.9%) placed reading as the most important skill for their future studies at their departments. Eleven students (22.4%) placed speaking, 9 students (18.4%) placed writing, and 8 students (16.3%) placed listening in the first place. Here the averages of speaking and writing are close to each other; therefore, students consider writing as important as speaking for their future studies. Also, this result makes it clear that students may not be aware of the requirements of their departments.

The third item asked students to put the four language skills in order based on the level of confidence they have in using them.

Table 3
DBE Students' Ranking of Language Skills in Order of Confidence (N=49)

(Question 3)					
Ranking	Reading	Speaking	Listening	Writing	Rank Order
1	22 (44.9%)	13 (26.5%)	5 (10.2%)	8 (16.3%)	Reading
2	19 (38.8%)	10 (20.4%)	5 (10.2%)	17 (34.7%)	Speaking
3	6 (12.2%)	14 (28.6%)	15 (30.6%)	14 (28.6%)	Writing
4	2 (4.1%)	12 (24.5%)	24 (49.0%)	10 (20.4%)	Listening
Mean	1.8	2.5	3.2	2.5	

Note: 1= most confident, 4= least confident

According to the means observed, the average ranking of the respondents was: 1. reading ($\underline{M}=1.8$), 2. speaking ($\underline{M}=2.5$), 3. writing ($\underline{M}=2.5$), 4. listening ($\underline{M}=3.2$) in decreasing order of importance (see Table 4.2). Although the means of speaking and writing are the same, when we look at the percentage of the students who feel themselves most confident in speaking, thirteen students (26.5%) indicated that they feel most confident when speaking, 8 students (16.3%) when writing, and 5 students (10.2%) when listening. Of the 49 respondents, 22 of them (44.9%) placed reading as the skill in which they feel themselves most confident.

The results indicate that most of the students were aware of the importance of speaking, however, they think that, in their departments they would need reading more than speaking.

Questions 4-9 asked students to rate skills on a five point scale of practice frequency, with 1=never, 2=rarely, 3=sometimes, 4=usually, 5=always. To determine the emphasis put on oral skills and on other skills in DBE, in question 4 the respondents were asked to rate the frequency of the four language skills which are being practiced in class in the preparatory school.

Table 4
DBE Students' Rating of How Frequently They Practice the Four Language Skills in Class
(N=49)

(Question 4)	Reading	Writing	Listening	Speaking
Never (1)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Rarely (2)	1 (2.0%)	12 (24.5%)	18 (36.7%)	6 (12.2%)
Sometimes (3)	10 (20.4%)	15 (30.6%)	26 (53.1%)	12 (24.5%)
Usually (4)	14 (28.6%)	11 (22.4%)	3 (6.1%)	14 (28.6%)
Always (5)	24 (49.0%)	11 (22.4%)	2 (4.1%)	17 (34.7%)
Mean	4.2	3.4	2.8	3.9

Thirty eight respondents (77.6%) said that they always or usually practice reading. 18 respondents (36.7%) said they sometimes or rarely practice speaking. The mean of the answers for 'speaking' appeared as 3.9 and for 'reading' as 4.2 (see Table 3). This indicates that, in the preparatory school, students think that they usually practice reading and speaking, but do not practice speaking as much as reading. The results also showed that less time is devoted to writing and listening.

Question 5 required students to rate how frequently they think the four language skills are going to be used in their future department.

Table 5
DBE Students' Rating of How Frequently They Think the Four Language Skills are going to be Used in Their Future Departments (N=49)

(Question 5)	Reading	Writing	Listening	Speaking
Never (1)	0 (0.0%)	0 (0.0%)	2 (4.1%)	0 (0.0%)
Rarely (2)	2 (4.1%)	7 (14.3%)	15 (30.6%)	9 (18.4%)
Sometimes (3)	2 (4.1%)	14 (28.6%)	11 (22.4%)	14 (28.6%)
Usually (4)	19 (38.8%)	18 (36.7%)	9 (18.4%)	14 (28.6%)
Always (5)	26 (53.1%)	10 (20.4%)	12 (24.5%)	12 (24.5%)
Mean	4.4	3.6	3.3	3.6

Twenty eight students (53.1%) think that speaking would be used usually or always in their department and 21 (46.9%) think that it would be used sometimes or

rarely (see Table 5). According to the means, reading (\underline{M} = 4.4) is seen as a skill to be most used and writing and speaking to be as the skills to be next used and listening least used.

In question 6, to determine what types of speaking tasks students participate in at the preparatory school, students were asked to indicate which of the following speaking tasks were required: oral presentations, asking and answering questions, asking questions to clarify meaning, or other discussion skills.

Table 6
DBE Students' Rating of How Frequently They Practice Certain Speaking Tasks in the Preparatory School (N=49)

(Question 6)	Oral presentations	Asking questions	Answering questions	Asking for clarification	Discussing issues
Never (1)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (2.0%)	0 (0.0%)
Rarely (2)	11 (22.4%)	7 (14.3%)	2 (4.1%)	5 (10.2%)	7 (14.3%)
Sometimes (3)	17 (34.7%)	10 (20.4%)	10 (20.4%)	24 (49.0%)	26 (53.1%)
Usually (4)	16 (32.7%)	21 (42.9%)	22 (44.9%)	13 (26.5%)	12 (24.5%)
Always (5)	5 (10.2%)	11 (22.4%)	15 (30.6%)	6 (12.2%)	4 (8.2%)

Thirty seven respondents (75.5%) said that they always or usually answer questions, 33 respondents (65.3%) said that they always or usually ask questions, 21 students (42.9%) said that they always or usually give oral presentations, 19 students (38.8%) said that they always or usually ask questions for clarification and 16 students (32.7%) said that they always or usually discuss issues (see Table 6). The results of this question indicate that the students usually answer and ask questions, but much more rarely ask for clarification, give oral presentations and discuss issues.

Question 7 asked students to indicate whether they think these same speaking tasks, as given in Question 6, will be necessary in their departments.

Table 7
DBE Students' Rating of How Frequently They will Practice Certain Speaking Tasks in Their Future Departments (N=49)

(Question 7)	Oral presentations	Asking questions	Answering questions	Asking for clarification	Discussing issues
Never (1)	4 (8.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (4.1%)
Rarely (2)	11 (22.4%)	2 (4.1%)	4 (8.2%)	4 (8.2%)	9 (18.4%)
Sometimes (3)	14 (28.6%)	22 (44.9%)	22 (44.9%)	19 (38.8%)	20 (40.8%)
Usually (4)	13 (26.5%)	16 (32.7%)	18 (36.7%)	19 (38.8%)	13 (26.5%)
Always (5)	7 (14.3%)	9 (18.4%)	5 (10.2%)	7 (14.3%)	5 (10.2%)

Answers were predominantly 'sometimes' and 'usually' (see Table 7).

Fifteen students (30.6%) think that they will never or rarely give oral presentations and eleven students (22.5%) think that they will never or rarely discuss issues. It can also be observed from low frequencies in the 'never' and 'rarely' items of other speaking tasks in Table 7 that most students are aware of the fact that they are going to ask and answer questions and ask for clarification in their future departments.

Questions 8 and 9 asked students about the teaching style being used in preparatory school and what they think the style would be in their departments.

Table 8
DBE Students' Rating of How Frequently Certain Teaching Styles are Being Used in Preparatory School (N=49)

(Question 8)	Lecturing	Question / Answer	Discussion	Student Presentation
Never (1)	8 (16.3%)	0 (0.0%)	0 (0.0%)	15 (30.6%)
Rarely (2)	8 (16.3%)	0 (0.0%)	5 (10.2%)	15 (30.6%)
Sometimes (3)	10 (20.4%)	12 (24.5%)	21 (42.9%)	9 (18.4%)
Usually (4)	13 (26.5%)	21 (42.9%)	18 (36.7%)	8 (16.3%)
Always (5)	10 (20.4%)	16 (32.7%)	5 (10.2%)	2 (4.1%)

Thirty seven students (75.6%) state that the teaching style is always or usually question / answer type in DBE. Twenty three students (46.9%) state that the teaching

style is always or usually lecturing type and approximately the same number of students (46.9%) state that the teaching style is discussion type. On the other hand, 30 students (61.2%) respond that student presentation type of teaching style is never or rarely used in the preparatory school. (see Table 8).

Table 9
DBE Students' Rating of How Frequently Certain Teaching Styles are going to be used in Their Future Departments (N=49)

(Question 9)	Lecturing	Question / Answer	Discussion	Student Presentation
Never (1)	1 (2.0%)	0 (0.0%)	2 (4.1%)	9 (18.4%)
Rarely (2)	4 (8.2%)	7 (14.3%)	8 (16.3%)	4 (8.2%)
Sometimes (3)	15 (30.6%)	12 (24.5%)	17 (34.7%)	19 (38.8%)
Usually (4)	14 (28.6%)	20 (40.8%)	13 (26.5%)	10 (20.4%)
Always (5)	15 (30.6%)	10 (20.4%)	9 (18.4%)	7 (14.3%)

Twenty nine students (59.2%) think that the teaching style in their future departments will always or usually be lecturing. Most of the students (61.2%) think that in their department the teaching style will be in the form of question and answer type. On the other hand, 13 students (26.6%) think that they will never or rarely give student presentations (see Table 9).

The last section of questions (10-17) was designed to determine students' attitudes and opinions about their oral skills. The results are reported in Table 10.

Table 10
DBE Students' Attitudes and Opinions about Their Oral Skills (N=49)

Question	Statement				
10	I am good at expressing my ideas in English.				
11	Due to my lack of speaking ability I avoid asking questions for clarification during the course				
12	I am willing to answer the questions being asked by the lecturer in English				
13	I am tense and nervous while participating in group discussions.				
14	I understand every form of oral communication in English. (e.g. lectures, seminars, discussions)				
15	My lack of speaking ability in English interferes with my academic performance.				
16	I have no difficulty during oral presentation				
17	I need extra assistance in order to develop my speaking ability.				
Question	strongly disagree	disagree	somewhat agree	agree	strongly agree
10	0 (0.0%)	5 (10.2%)	30 (61.2%)	13 (26.5%)	1 (2.0%)
11	10 (20.4%)	18 (36.7%)	14 (28.6%)	7 (14.3%)	0 (0.0%)
12	2 (4.1%)	5 (10.2%)	21 (42.9%)	18 (36.7%)	2 (4.1%)
13	11 (22.4%)	22 (44.9%)	9 (18.4%)	5 (10.2%)	2 (4.1%)
14	1 (2.0%)	4 (8.2%)	28 (57.1%)	11 (22.4%)	5 (10.2%)
15	3 (6.1%)	12 (24.5%)	16 (32.7%)	13 (26.5%)	5 (10.2%)
16	3 (6.1%)	17 (34.7%)	16 (32.7%)	10 (20.4%)	3 (6.1%)
17	5 (10.2%)	14 (28.6%)	9 (18.4%)	13 (26.5%)	8 (16.3%)

In question 10, students were asked whether they are good at expressing their ideas in English. Thirty students (61.2%) said that they somewhat agree with this statement. Fourteen students (28.5%) think that they do not have difficulty in expressing their ideas in English whereas 5 students (10.2%) think they have difficulties. Question 11 asked students whether they avoid asking for clarification during the course due to their lack of speaking ability. Twenty eight students (57.1%) disagreed with this statement and 21 (42.9%) agreed or somewhat agreed with it. In question 12, students were asked if they were willing to answer the questions being asked by the lecturer in English. Twenty one students (42.9%)

somewhat agreed, 20 (40.8%) agreed and 7 (14.3%) disagreed with this statement.

Question 13 asked the students whether they were tense and nervous while participating in group discussions. Thirty three students (67.3%) responded that they did not feel nervous during group discussions whereas 16 (32.7%) felt nervous. In question 14, the students were asked if they could understand different forms of oral communication such as lectures, seminars and discussions. Twenty eight students (57.1%) somewhat agreed, 16 (30.6%) agreed or strongly agreed, and five (10.2%) disagreed or strongly disagreed. In question 15 the students were asked whether their lack of speaking ability in English interferes with their academic performance. Thirty four students (69.4%) agreed or somewhat agreed, and 15 (30.6%) disagreed. Question 16 asked the students if they had difficulty during oral presentations. According to the responses only 13 students (26.5%) indicated that they had no or little difficulty during oral presentations and 16 students (32.7%) somewhat agree to this statement. The results of question 17 indicate that 30 students (61.2%) think that they need extra assistance in order to develop their speaking ability.

Freshman student questionnaire:

Excluding the biographical information questions, the Freshman student questionnaire consisted of 14 items. This questionnaire was distributed to 50 randomly selected students and 49 students completed it, giving a response rate of 99%. 21 (43%) students were male and 28 (57%) were female. 80% of the students were between ages 17-20 and 20% were between ages 21-25. Among the 49 respondents, 16 (33%) have been studying English for 1-3 years, 13 (27%) have

been studying English for 7-10 years. 29 respondents were from the Chemistry Department and 20 were from the Economics Department. All of the respondents had English as the medium of instruction in their departments and English was a required course. In the Chemistry Department, English is a 3 credit course, and in the Economics Department English is a no-credit course. In the rest of this section, the answers of freshman students to the questionnaire will be analyzed.

In the first two questions students were asked to make a rank order among the given language skills. In the first question, to determine to what extent the speaking skill is important for freshman students in their current situation, the respondents were asked to put the four language skills (reading, speaking, listening and writing) in order of importance.

Table 11
Freshman Students' Ranking of Language Skills in Order of Importance (N=49)

(Question 1) Ranking	Reading	Speaking	Listening	Writing	Rank Order
1	7 (14.3%)	27 (55.1%)	10 (20.4%)	5 (10.2%)	Speaking
2	11 (22.4%)	6 (12.2%)	19 (38.8%)	13 (26.5%)	Listening
3	17 (34.7%)	6 (12.2%)	10 (20.4%)	16 (32.7%)	Reading
4	14 (28.6%)	10 (20.4%)	10 (20.4%)	15 (30.6%)	Writing
Mean	2.8	2.0	2.4	2.8	

Note: 1= most important, 4= least important

With the answers analyzed as a whole, it is observed that the respondents ranked the language skills as 1. speaking ($\underline{M}=2.0$), 2. listening ($\underline{M}=2.4$), 3. reading ($\underline{M}=2.8$), 4. writing ($\underline{M}=2.8$), in decreasing order of importance. Of the 49 respondents 27 placed speaking first as the most important skill, and this makes 55.1% of the total respondents. 10 students (20.4%) placed listening, 7 students

(14.3%) placed reading and 5 students (10.2%) placed writing in the first place of importance (see Table 11).

The second ranking item asked students to rank the four language skills in order based on their personal confidence in use.

Table 12
Freshman Students' Ranking of Language Skills in Order of Confidence (N=49)

(Question 2)					
Ranking	Reading	Speaking	Listening	Writing	Rank Order
1	23 (46.9%)	5 (10.2%)	8 (16.3%)	13 (26.5%)	Reading
2	18 (36.7%)	10 (20.4%)	9 (18.4%)	12 (24.5%)	Writing
3	3 (6.1%)	15 (30.6%)	21 (42.9%)	10 (20.4%)	Listening
4	5 (10.2%)	19 (38.8%)	11 (22.4%)	14 (28.6%)	Speaking
Mean	1.8	3.0	2.7	2.5	

Note: 1= most confident, 4= least confident

The mean ranking of the respondents was: 1.reading (\underline{M} =1.8), 2.writing (\underline{M} =2.--5), 3.listening (\underline{M} =2.7), 4.speaking (\underline{M} =3.0) in decreasing order of importance. Of the 49 respondents, 23 of them (46.9%) placed reading as the skill in which they feel themselves most confident. 13 students (26.5%) indicated that they felt most confident in writing, and 8 students (16.3%) in listening. Only 5 students (10.2%) said that they felt most confident in speaking. This is also observed by the finding that 19 students (38.8%) selected speaking as the skill they feel the least confident in (see Table 12). The results of Question 1 and 2 indicate that most of the freshman students respond that they need speaking skills in their departments, and they do not feel confident in speaking.

The next three questions asked students to rate various statements on a five point scale of frequency with 1=never, 2=rarely, 3=sometimes, 4=usually, 5=always.

Question 3 asked students to rate how frequently they think the four language skills are used in their departments.

Table 13
Freshman Students' Rating of the Four Language Skills Being Used in Their Faculties /
Departments (N=49)

(Question 3)	Reading	Writing	Listening	Speaking
Never (1)	4 (8.2%)	9 (18.4%)	10 (20.4%)	6 (12.2%)
Rarely (2)	8 (16.3%)	10 (20.4%)	5 (10.2%)	26 (53.1%)
Sometimes (3)	1 (2.0%)	8 (16.3%)	5 (10.2%)	9 (18.4%)
Usually (4)	18 (36.7%)	12 (24.5%)	14 (28.6%)	5 (10.2%)
Always (5)	18 (36.7%)	10 (20.4%)	15 (30.6%)	3 (6.1%)

It can be observed from Table 13 that 36 students (73.4%) state that reading skill is always or usually used in their departments. Twenty nine students (59.2%) state that listening skill is always or usually used in their departments. The usage of writing follows these two skills. It is observed that the students do not use the speaking skill as much as the other skills. Thirty two students (65.3%) said that speaking skill is never or rarely used in their departments.

In question 4, students were asked to indicate the frequency of oral presentations, asking and answering questions, asking questions to clarify meaning and other discussion skills.

Table 14
Freshman Students' Rating of How Frequently They Practice Certain Speaking Tasks in Class
(N=49)

(Question 4)	Oral presentations	Asking questions	Answering questions	Asking for clarification	Discussing issues
Never (1)	15 (30.6%)	2 (4.1%)	0 (0.0%)	4 (8.2%)	17 (34.7%)
Rarely (2)	22 (44.9%)	19 (38.8%)	19 (38.8%)	22 (44.9%)	20 (40.8%)
Sometimes (3)	9 (18.4%)	13 (26.5%)	19 (38.8%)	15 (30.6%)	10 (20.4%)
Usually (4)	0 (0.0%)	12 (24.5%)	10 (20.4%)	6 (12.2%)	2 (4.1%)
Always (5)	3 (6.1%)	3 (6.1%)	1 (2.0%)	2 (4.1%)	0 (0.0%)

Eleven respondents (22.4%) said that they always or usually answer questions and 38 (77.6%) said that they sometimes or rarely answer questions. It is also observed that 15 respondents (30.6%) always or usually ask questions, but 21 (42.9%) never or rarely ask questions. Only 3 students (6.1%) said that they always or usually give oral presentations. Eight students (16.3%) said that they always or usually ask questions for clarification and only 2 students (4.1%) said that they always or usually discuss issues (see Table 14). It is observed from the results of this question that the students rarely use speaking skills. They infrequently ask questions and are unwilling to answer questions.

Question 5 asked the students to indicate the teaching style being used in their departments.

Table 15
Freshman Students' Rating of Certain Teaching Styles Being Used in Their Faculties / Departments (N=49)

(Question 5)	Lecturing	Question / Answer	Discussion	Student Presentation
Never (1)	2 (4.1%)	2 (4.1%)	12 (24.5%)	21 (42.9%)
Rarely (2)	9 (18.4%)	15 (30.6%)	23 (46.9%)	18 (36.7%)
Sometimes (3)	1 (2.0%)	19 (38.8%)	9 (18.4%)	8 (16.3%)
Usually (4)	8 (16.3%)	10 (20.4%)	4 (8.2%)	2 (4.1%)
Always (5)	29 (59.2%)	3 (6.1%)	1 (2.0%)	0 (0.0%)

The answers given by the students showed that, the teaching style is primarily teacher lecturing, sometimes question-answer type, and rarely in the form of discussion and student presentations (see Table 15). Thirty seven students (75.5%) state that the teaching style is always or usually in the form of lecturing. Nineteen students (38.8%) said that sometimes question / answer type of lecturing is being

used. Thirty five (71.4%) students indicate that discussion type of teaching style is never or rarely used and thirty nine (79.7%) state that student presentations rarely take place.

The questions in the last section (6-13) were designed to determine students' attitudes and opinions about their oral skills. The results are reported in Table 4.16.

Table 16
Freshman Students' Attitudes and Opinions About Their Oral Skills (N=49)

Question	Statement				
6	I am good at expressing my ideas in English.				
7	Due to my lack of speaking ability I avoid asking questions for clarification during the course				
8	I am willing to answer the questions being asked by the lecturer in English				
9	I am tense and nervous while participating in group discussions.				
10	I understand every form of oral communication in English. (e.g. lectures, seminars, discussions)				
11	My lack of speaking ability in English interferes with my academic performance.				
12	I have no difficulty during oral presentation				
13	I need extra assistance in order to develop my speaking ability.				
Question	strongly disagree	disagree	somewhat agree	agree	strongly agree
6	3 (6.1%)	8 (16.3%)	21 (42.9%)	12 (24.5%)	5 (10.2%)
7	9 (18.4%)	13 (26.5%)	10 (20.4%)	14 (28.6%)	3 (6.1%)
8	1 (2.0%)	14 (28.6%)	17 (34.7%)	11 (22.4%)	6 (12.2%)
9	4 (8.2%)	17 (34.7%)	10 (20.4%)	13 (26.5%)	5 (10.2%)
10	2 (4.1%)	10 (20.4%)	18 (36.7%)	17 (34.7%)	2 (4.1%)
11	5 (10.2%)	10 (20.4%)	17 (34.7%)	10 (20.4%)	7 (14.3%)
12	6 (12.2%)	25 (51.0%)	10 (20.4%)	6 (12.2%)	2 (4.1%)
13	2 (4.1%)	2 (4.1%)	7 (14.3%)	18 (36.7%)	20 (40.8%)

In question 6, students were asked whether they are good at expressing their ideas in English. Twenty one students (42.9%) said that they were somewhat good. Question 7 asked students whether they avoid asking for clarification during the course due to their lack of speaking ability. Twenty two (44.9%) students disagreed

with this statement and 10 (20.4%) somewhat agreed and 17 (34.7%) agreed with it. In question 8, students were asked if they were willing to answer the questions being asked by the lecturer in English. Seventeen students (34.7%) somewhat agreed, 17 (34.7%) agreed and 15 (30.6%) disagreed with this statement, which means that on the average they somewhat agree with the statement that they are willing to answer lecturer's question in English. Question 9 asked the students whether they were tense and nervous while participating in group discussions, to which 21 students (42.9%) disagreed, 10 (20.4%) somewhat agreed and 18 (36.7%) agreed. In question 10, the students were asked whether they could understand every form of oral communication. The answers were almost evenly distributed among disagree (12 students, 24.5%), somewhat agree (18 students, 36.7%) and agree (19 students, 38.8%). In question 11, the students were asked whether their lack of speaking ability in English interferes with their academic performance. 17 students (34.7%) agreed, 17 (34.7%) somewhat agreed and 15 (30.6%) disagreed with it. According to the responses to question 12, 8 students (16.3%) indicated that they had no or little difficulty during oral presentations, but 41 (83.7%) of them said they had some level of difficulty during oral presentations. Lastly, the results of question 13 indicate that 45 students (91.8%) think that they need extra assistance in order to develop their speaking ability. Only 4 students (8.2%) think that they do not need extra assistance.

English Language Instructor Questionnaire:

This questionnaire consisted of 14 questions and it had the same structure as the questionnaires described above. The questionnaire was completed by 7

instructors. Of the 7 instructors, 5 had 6-10 years of experience. 6 instructors had taught a conversation course before. Four instructors had never taken any training for teaching speaking whereas the other 3 had training either in a university course or during in-service training. All of the instructors had more than 10 hours of teaching a week. The instructors were teaching freshman courses in the Faculty of Engineering, the Department of Chemistry and the Department of Economics. In the rest of this section, the answers of the English language instructors to the given questionnaire will be analyzed.

Table 17
English Language Instructors' Ranking of Language Skills in order of Importance (N=7)

(Question 1)					
Ranking	Reading	Speaking	Listening	Writing	Rank Order
1	4 (57.1%)	3 (42.9%)	0 (0.0%)	0 (0.0%)	Reading
2	1 (14.3%)	4 (57.1%)	1 (14.3%)	1 (14.3%)	Speaking
3	3 (42.9%)	0 (0.0%)	2 (28.6%)	1 (14.3%)	Listening
4	0 (0.0%)	3 (42.9%)	4 (57.1%)	0 (0.0%)	Writing
Mean	1.7	2.0	2.9	3.4	

Note: 1= most important, 4= least important

According to the means, the instructors ranked the most important skills for the students as 1.reading ($\underline{M}=1.7$), 2.speaking ($\underline{M}=2.0$), 3.listening ($\underline{M}=2.9$), 4.writing ($\underline{M}=3.4$) (see Table 17). Out of 7 respondents 4 of them (57.1%) ranked reading as the most important skill and 3 of them (42.9%) ranked speaking as the most important skill.

The second question ask the language instructors to rank the language skills in order of confidence beginning from the one they feel themselves most confident to the one they feel least confident.

Table 18
English Language Instructors' Ranking of Language Skills in Order of Confidence (N=7)

(Question 2)					
Ranking	Reading	Speaking	Listening	Writing	Rank Order
1	5 (71.4%)	2 (28.6%)	0 (0.0%)	0 (0.0%)	Reading
2	1 (14.3%)	2 (28.6%)	3 (42.9%)	1 (14.3%)	Speaking
3	1 (14.3%)	2 (28.6%)	2 (28.6%)	2 (28.6%)	Listening
4	0 (0.0%)	1 (14.3%)	2 (28.6%)	4 (57.1%)	Writing
Mean	1.4	2.3	2.9	3.4	

Note: 1= most confident, 4= least confident

As seen in Table 18, 5 instructors (71.4%) feel themselves most confident in teaching reading and 2 instructors (28.6%) in speaking. The instructors feel less confident in listening and writing.

The instructors are asked to rank the language skills according to the amount of time devoted to each in the third question. Table 19 presents their results.

Table 19
English Language Instructors' Ranking of Language Skills in Amount of Time Devoted to Each (N=7)

(Question 3)					
Ranking	Reading	Speaking	Listening	Writing	Rank Order
1	5 (71.4%)	0 (0.0%)	1 (14.3%)	1 (14.3%)	Reading
2	2 (28.6%)	2 (28.6%)	3 (42.9%)	0 (0.0%)	Listening
3	0 (0.0%)	3 (42.9%)	1 (14.3%)	3 (42.9%)	Speaking
4	0 (0.0%)	2 (28.6%)	2 (28.6%)	3 (42.9%)	Writing
Mean	1.3	3.0	2.6	3.1	

Note: 1= most time, 4= least time

Five instructors (71.4%) said that they devote most of the class time to reading (see Table 19). The time devoted to speaking and writing is less than the time devoted to reading and listening. When the means are considered, the rank order of the skills from most time to least time devoted to each is 1. reading (\underline{M} =1.3), 2. listening (\underline{M} =2.6), 3. speaking (\underline{M} =3.0), 4. writing (\underline{M} =3.1).

Table 20
English Language Instructors' Rating of How Frequently They Use Certain Speaking Tasks in Class
(N=7)

(Question 4)	Oral presentations	Asking questions	Answering questions	Asking for clarification	Discussing issues
Never (1)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Rarely (2)	4 (57.1%)	0 (0.0%)	0 (0.0%)	1 (14.3%)	2 (28.6%)
Sometimes (3)	3 (42.9%)	2 (28.6%)	0 (0.0%)	1 (14.3%)	4 (57.1%)
Usually (4)	0 (0.0%)	2 (28.6%)	3 (42.9%)	2 (28.6%)	1 (14.3%)
Always (5)	0 (0.0%)	3 (42.9%)	4 (57.1%)	3 (42.9%)	0 (0.0%)

As can be observed from Table 20, 5 instructors (71.5%) said that they always or usually ask questions in class. 4 instructors (57.1%) indicated that student oral presentations rarely take place in class. Six instructors (85.7%) stated that discussions sometimes or rarely take place in class. The answers show that the most frequent activity in their classroom is asking questions, then comes answering questions and asking for clarification. The responses show that in-class oral presentations and discussions are much more rare than other speaking activities.

In question 5, the English Language Instructors were asked to rate how frequently they use certain teaching styles in class.

Table 21.
English Language Instructors' Rating of How Frequently They Use Certain Teaching Styles in Class (N=7)

(Question 5)	Lecturing	Question / Answer	Discussion	Student Presentation
Never (1)	1 (14.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Rarely (2)	0 (0.0%)	0 (0.0%)	1 (14.3%)	5 (71.4%)
Sometimes (3)	3 (42.9%)	0 (0.0%)	3 (42.9%)	1 (14.3%)
Usually (4)	3 (42.9%)	3 (42.9%)	2 (28.6%)	0 (0.0%)
Always (5)	0 (0.0%)	4 (57.1%)	1 (14.3%)	1 (14.3%)

All the instructors said that they always or usually use question/answer technique while teaching. This is followed by discussion type of lecturing, 5 instructors (70.5%) indicated that they sometimes or usually use the discussion technique. On the other hand, 5 instructors (71.4%) responded that student presentations rarely take place in the class (see Table 21).

The questions in the last section (6-13) were designed to determine the instructors' attitudes and opinions about the students' oral skills. The results are reported in Table 22.

Table 22
English Language Instructors' Attitudes and Opinions about Speaking Skills of Students (N=7)

Question	Statement				
6	My students are good at expressing my ideas in English.				
7	Due to their lack of speaking ability, my students avoid asking questions for clarification during the course				
8	My students are willing to answer the questions being asked by the lecturer in English				
9	My students are tense and nervous while participating in group discussions.				
10	My students understand every form of oral communication in English. (e.g. lectures, seminars, discussions)				
11	My students' lack of speaking ability in English interferes with their academic performance.				
12	My students have no difficulty during oral presentation				
13	My students need extra assistance in order to develop their speaking ability.				
Question	strongly disagree	disagree	somewhat agree	agree	strongly agree
6	0 (0.0%)	3 (42.9%)	3 (42.9%)	1 (14.3%)	0 (0.0%)
7	0 (0.0%)	0 (0.0%)	4 (57.1%)	2 (28.6%)	1 (14.3%)
8	0 (0.0%)	1 (14.3%)	4 (57.1%)	2 (28.6%)	0 (0.0%)
9	2 (28.6%)	3 (42.9%)	1 (14.3%)	0 (0.0%)	1 (14.3%)
10	1 (14.3%)	4 (57.1%)	2 (28.6%)	0 (0.0%)	0 (0.0%)
11	0 (0.0%)	0 (0.0%)	3 (42.9%)	0 (0.0%)	4 (57.1%)
12	0 (0.0%)	2 (28.6%)	3 (42.9%)	1 (14.3%)	1 (14.3%)
13	0 (0.0%)	0 (0.0%)	1 (14.3%)	2 (28.6%)	4 (57.1%)

In question 6, the instructors were asked whether the students are good at expressing their ideas in English. One instructor (14.3%) agrees and 3 instructors

(42.9%) somewhat agree that the students are good at expressing their ideas in English. Three instructors (42.9%) disagree with this statement. Question 7 asked the instructors whether the students avoid asking for clarification during the course due to their lack of speaking ability. Three instructors (42.9%) agree and 4 instructors (57.1%) somewhat agree with this statement. In question 8, the instructors were asked if the students were willing to answer the questions being asked by the lecturer in English. 4 instructors (57.1%) said that their students are somewhat willing to answer questions. Five out of 7 of the instructors (71.5%) disagree with the statement (question 9) that their students are tense and nervous while participating in group discussion. In question 10, the instructors were asked whether their students could understand every form of oral communication. 5 instructors (71.4%) disagree and 2 instructors (28.6%) somewhat agree that their students understand every form of oral communication in English. According to the responses to question 11, 4 out of 7 instructors (57.1%) strongly agree and 3 (42.9%) somewhat agree that their students' lack of speaking ability in English interferes with their academic performance. The responses to question 12 show that, 2 instructors (28.6%) agreed with the statement that their students have no difficulty during oral presentation, 3 of them (42.9%) somewhat agreed with this statement and the other 2 (28.6%) disagreed. Lastly, the results of question 13 indicate that all of the instructors think that their students need extra assistance in order to develop their speaking ability.

Analysis of the Interviews

The interview at the Department of Economics:

The interview was organized to cover areas relevant to the aim of the study.

Interviews consisted of open-ended questions. Two sets of interview questions were prepared: one for department administrators, and another for Department of Basic English (DBE) administrator. The interviews were audio taped. Coding was used for the analysis of the tape-script. Transcriptions were coded by giving a code name, that is 'closest to the concept it is describing' (Miles & Huberman, 1994, p.64). The codes were written on the right margin by hand in three letter form to follow common practice. These codes summarize the main points of the underlined sentences (see Appendix F for the list of abbreviations). The contractions are going to be used to compare the points mentioned by the interviewees. To achieve reliability, the interviews were coded by a second coder who is an ELT teacher at METU. The two codings were then compared.

The first interviewee was the professor in the Economics Department. The interview lasted about thirty minutes. The quotes below provide a summary of what the interviewee said regarding the questions.

PRO IMP-ENG PAR TUR TUR	<p>“We have two programs in Economics department; <u>one program is in Turkish and one in English</u>. In the English program, the <u>medium of instruction is English... English has vital importance for our department</u> especially when the students are looking for a job. In Turkey, to find a satisfactory job as an Economist, <u>to know about Economics is not enough; the graduates should know English as well...</u> I am teaching introduction to Economics to both English and Turkish groups. <u>The English group usually do not participate as much as the Turkish group</u>. The students in English group tend to give short answers to my questions and they avoid to discuss issues, whereas with the Turkish group, we have a chance to have long discussions. <u>I definitely think that this is due to the students' lack of speaking skills in English...</u> I also feel <u>more comfortable when I discuss in Turkish...</u> The students don't know how</p>
-------------------------------------	--

SKI to discuss and how to express their ideas and in my opinion they cannot
 REA, express their ideas effectively in English... If I have to put all the skills in
 LIS, rank order, I think reading will be the first, so that they can read articles and
 SPE, follow newly published literature, then comes listening, speaking and
 WRI, writing... As a department first of all, we want our students to be able to give
 REQ oral presentations, because it is a requirement for most of the courses in this
 department. We want the students to be able to discuss as well... The
 students have difficulties because the English classes are always crowded and
 I believe English instructors do not have a chance to deal with each student
 individually. I believe that Department of Basic English should do
 something to shake the students and to make them aware of the importance of
 English for an economist... All companies want economists with a good
 level of English. Most of the firms and some state enterprises make
 SPN interviews in English, so I believe that students desperately need speaking
 skills."

The analysis of the answers is displayed in Table 4.23 using a coding system
 and the explanations of the coding symbols are given:

Table 23
 Analysis of the Interview with a Professor from the Economics Department

Categories	Quotations
PRO	One program is in Turkish and one in English
IMP ENG	English has vital importance for our department ... To know about Economics is not enough, the graduates should know English as well.
PAR	The English group usually do not participate as much as the Turkish group. The students in English group tend to give short answers to my questions and they avoid to discuss issues...
TUR	I also feel more comfortable when I discuss in Turkish
SKI (REA, LIS, SPE, WRI)	I think reading will be the first... Then comes listening, speaking and writing.
REQ (ORL-PRE, DIS)	We want our students to be able to give oral presentations and to be able to discuss.
SPN	Students desperately need speaking skills.

Note: PRO: program, IMP ENG: importance of English, PAR: participation, TUR: Turkish, SKI: skills, REA: reading, LIS: listening, SPE: speaking, WRI: writing, REQ: requirements, ORL-PRE: oral presentations, DIS: discussions, SPN: speaking needs

The interviewee made comparisons between the Turkish and English programs of the Economics Department. The importance of English for Economics was emphasized. It was stated that when the students in the Turkish and English programs are compared, the students of the Turkish program actively participate in lectures, and they have long discussions, whereas the English group students participate less. This professor ranked the skills in order of importance as reading, listening, speaking and writing. The oral language needs and requirements of the Economics Department can be outlined as:

- Oral presentations
- Discussion skills
- Expressing of ideas clearly by speaking

In addition, it is stated by the interviewee that the students who graduated from private¹ schools and who did not attend the DBE are more successful speakers of English. She also felt that it is DBE's responsibility to motivate the students to speak in English.

The interview at the Department of Chemistry:

The second interviewee in the research process was with the head of the Chemistry Department. The interview lasted about 45 minutes. The quoted section below provides a short summary of what the interviewee said during the interview.

IMP-ENG "... Most of our graduates indicated that to know English is very important to find a good job in the chemistry and industry sector. This reality makes English important for our department as well... In most of our courses, the

¹ Most private schools in Turkey are English-medium. Other private schools are either French or German medium, in which case English is still given high priority.

instructors give lectures and if necessary they ask questions to the students.

PAR In our department, the students are not the active participants of the courses.

PER-CHS This may both depend on their lack of ability in using English or the type of

TUR lectures in the department. I personally believe that personal characteristics

SKI play an important role as well. The extroverts who have self-confidence ask

Rea, questions in English whereas the ones who have no self confidence prefer to

LIS keep silent or to ask questions in Turkish, however, the answers are always

SPE given in English. As a department, we want our students to participate the

WRI courses more and to ask and answer questions in English as much as

REQ possible... The most important skill is reading; listening, speaking and

writing follow. I think DBE should make the students aware of their needs

for speaking, and motivate them to use their speaking abilities... First of all

we want our students to ask and answer questions in English and then to give

oral presentations and to be able to discuss in the end of presentation. For

graduate students oral presentations are much more important, because they

are going to participate seminars and present their proposals..."

The answers were coded and Table 24 provides an explanation of the coding symbols.

Table 24
Analysis of the Interview with the Head of the Chemistry Department

Categories	Quotations
IMP-ENG	English is very important to find a good job in the Chemistry sector.
PER-CHS	Personal characteristics play an important role.
PAR	The students are not the active participants of the courses.
TUR	Students ask questions in Turkish.
SKI (REA, LIS, SPE, WRI)	The most important skill is reading; listening, speaking and writing follow.
SPN	DEB should make the students aware of their needs for speaking and motivate them to use their speaking abilities.
REQ (ASK-ANS, ORL PRE, DIS)	Department of Basic English should make the students aware of their needs for speaking. We want our students to ask and answer questions in English. Oral presentations are important We want our students to be able to discuss.

Note: IMP-ENG: importance of English, PER-CHS: personal characteristics, PAR: participation, TUR: Turkish, SKI: skills, REA: reading, LIS: listening, SPE: speaking, WRI: writing, SPN: speaking needs, REQ: requirements, ASK-ANS: asking - answering, ORL-PRE: oral presentation, DIS: discussion

Like the Economics professor, the head of Chemistry Department emphasized the importance of English. One interesting opinion was that personal characteristics play an important role in students' participation and use of English in class. He pointed out the use of Turkish in class and ranked the order of importance of the skills as reading, listening, speaking and writing, which paralleled the ranking of the professor from the Economics Department. In very simple terms, the needs of the Chemistry Department in terms of oral skills are outlined as:

- To ask and answer questions in English
- Ask for clarification
- Oral presentations
- Discussion skills

The picture which emerges from the comparison of the needs of the Economics and Chemistry departments is that their needs are parallel to one another. Moreover, it is worth noting that the students' tendency to use Turkish in lectures was discussed by the Head of Chemistry. Also, both interviewees think that it is the preparatory school's responsibility to motivate the students to use English.

The interview at the Department of Basic English:

The last interviewee in the research process was with the head of DBE. The interview lasted about 45 minutes. The quotes below provide a summary of what the interviewee said regarding the interview questions.

“According to the Higher Council of Education we have adopted our purposes. Mainly it is to enable the students of English to comprehend

REQ	written and spoken discourse and to express themselves easily through
IMP-ENG	<u>writing and speaking in terms of their professional, cultural and social interactions...</u> It is not easy for the students to achieve all these goals in one year, and plus the expectations of the departments vary. For example, the departments expect the students to be competent <u>English language speakers, writers, users, whatever,</u> their teachers are not competent English speakers...
ORL-SKI	In one year period, I don't think that we give <u>stress to the teaching of oral skills in our curriculum...</u> We have two hours a week conversation classes in the second semester, however, <u>I have doubts that the conversation classes are</u>
CON-CLS	<u>spent for the reinforcement of certain grammar items or the catch-up hour for the left-out or not practiced items,</u> so in the preparatory classes, the proportion of the required speaking is not very satisfactory and does not fulfill the students' needs... Well, in general, <u>I believe that the students need</u>
SPN	<u>extra training for developing their oral skills...</u> We <u>can reshape the</u>
CUR-SYL	<u>curriculum or create a new speaking syllabus to be implemented in the program...</u> "

The analysis of the answers is displayed in Table 25 through a coding system and the explanations of the coding symbols are given:

Table 25
Analysis of the Interview with the Head of the Department of Basic English

Categories	Quotations
REQ (WRI SPO DIS, EXP)	To enable students of English to comprehend written and spoken discourse and to express themselves through writing and speaking... The departments expect the students to be competent English language speaker, writers, users.
IMP ENG	speaking in terms of their professional, cultural and social interactions
ORL-SKI	I do not think that we give stress to the teaching of oral skills.
CON-CLS	Conversation classes re spent for the reinforcement of certain grammar items.
SPN	I believe that the students need extra training for developing their oral skills
CUR-SYL	We can reshape the curriculum or create a new speaking syllabus.

Note: REQ: requirements, WRI SPO DIS: written and spoken discourse, EXP: express themselves, IMP ENG: importance of English, ORL-SKI: oral skills, CON-CLS: Conversation classes, SPN: speaking needs, CUR-SYL: curriculum syllabus

The head of DBE stated that the purpose of DBE in general terms is to enable students to comprehend written and spoken discourse and to express their ideas easily through writing and speaking. She also stated how different the departments are in terms of expectations and she said that in DBE the practice of oral skills are somewhat neglected for the sake of teaching grammar points. She also pointed out that since conversation classes do not fulfill the students' needs, students need extra assistance and the first step toward this goal can be reshaping the curriculum for DBE. The main points can be outlined as:

- Limited time for teaching English interferes with student success
- There should be more emphasis on oral skills in the curriculum
- Students need extra training for developing their oral skills
- The curriculum should be reshaped

Comparison of interviews

In order to see the areas of agreement among interviewees and to compare the statements across interviews the codes for all three interviews are presented in Table 26.

Table 26
Areas of Agreement across Interviews

Economics	Chemistry	DBE
IMP ENG	IMP ENG	IMP ENG
PAR	PAR	-
TUR	TUR	-
SKI (REA, LIS, SPE, WRI)	SKI (REA, LIS, SPE, WRI)	-
REQ (ORL PRE, DIS)	REQ (ORL PRE, ASK ANS, DIS)	REQ (WRI SPO DIS, EXP)
SPN	SPN	SPN

Note: IMP ENG: importance of English, PAR: participation, TUR: Turkish, SKI: skills, REA: reading, LIS: listening, SPE: speaking, WRI: writing, REQ: requirements, ORL PRE: oral presentations, DIS: discussions, ASK ANS: ask and answer, WRI SPO DIS: written and spoken discourse, EXP: express themselves, SPN: speaking needs

It can be observed from the table that the interviewees agree on the importance of English for their departments. The heads of Economics and Chemistry departments state that students do not participate in the lectures. They also state that although the medium of instruction is English, the students may ask questions in Turkish and the students feel more comfortable when they discuss in Turkish. Both administrators rank the importance of the language skills in the same order. The requirements of the Chemistry and Economics Departments are similar to each other, they both want their students to be able to give oral presentations, to ask and answer questions and to discuss issues. On the other hand, the requirements of DBE are different from these departments; they want their students to comprehend written and spoken discourse and to express themselves easily through writing and speaking. DBE does not put the emphasis on oral presentations and discussions and it is believed that because of this attitude students feel themselves weak in these academic speaking tasks. All departments agree that the students need to develop their speaking skills and they need extra assistance.

Analysis of the Lecture Observations

One class from each department (Chemistry, Economics and DBE), was observed and audio taped and each observation took forty five minutes. The Flint Classroom Interaction Analysis Chart (Appendix A) was completed for each lecture. The charts helped the researcher to compile and summarize the key elements. With the transcription of some of the data (see Appendix G for the excerpts), it soon

became obvious that the structure of the lectures in Chemistry and Economics was predominantly “teacher lecturing” and “question/answer type”. In the following section, each observation is analyzed separately.

Patterns of lecture participation in Economics:

Patterns of interaction in lectures were observed to be teacher initiated. There were a few student initiated patterns. An oral presentation was student initiated; however, the student presentation that took place during the observation was not a good example of a speaking activity, because the material was written and the student read from the paper most of the time. None of the patterns of interaction were in the form of a discussion, e.g.

“What about exports?...” (Teacher initiates, student answers.) (Appendix G, excerpt: 5)

“What could we say for the developments in 19th century?” (Appendix G, excerpt: 6)

“Any questions up to now?” (Appendix G, excerpt: 2)

There were a few student initiated statements. Students asked for repetition and asked the meaning of words, e.g.

“Sir, could you repeat the third one again?” (Appendix G, excerpt: 1)

“What does penetration mean?” (Appendix G, excerpt: 1)

“It was also ...” (Adds comment.) (Appendix G, excerpt: 5)

The content and the structure of the answers and questions show that students use simple structures and were not very fluent in using English.

Patterns of Lecture Participation in Chemistry

Although the conclusions are based on single class observation, it should be noted that students' use of Turkish is worth consideration. In the observed class students usually ask questions in Turkish and the teacher supplies the answers in English. However, if the teacher is giving an explanation of a word, he supplies both the Turkish and the English equivalent of the word. The pattern of student asking a question in Turkish and teacher responding in English was quite common in the lecture observation in this department. Other than these, patterns were usually teacher initiated. Discussion never took place. The lecture type was teacher "lecturing" and "question/answer".

Patterns of Lecture Participation in DBE

When the excerpts and the Flint analysis chart for DBE are taken into consideration, it can be said that the type of lecture is question/answer type. It was observed that the teacher encouraged student discussion, however, the students avoided discussions. The teacher asked both referential and display questions. The structure of the answers given by the students to the teacher's direct questions pointed out that, students have little structural problems, their responses were acceptable in terms of communication and the audience can clarify the meaning. However, the students use short sentences and they are not fluent speakers of English. They tend to speak in phrases, e.g.

T: How would you know that there is a fire?

S1: Screaming people.

S2: Dust and smoke. (Appendix G, excerpt: 1)

The medium of exchange in class is English and students never use Turkish.

The pattern of lecture participation in DBE is different from the departments, but when the aims of DBE and the teachers awareness of classroom interaction techniques are taken into consideration, the difference would appear as normal. It is possible to say for DBE students that they have problems especially with academic oral skills such as discussion, free expression of their ideas and oral presentations. It was observed that most of the student talking time was devoted to answers for referential questions and most of the interaction patterns were teacher initiated. To sum up, the observation of results also shows that the students have problems with expressing their ideas and they avoid giving long answers, therefore, it is believed by the researcher that students should practice speaking as much as reading. Table 27 compares the interaction patterns between the departments of Chemistry, Economics and DBE.

Table 27
Comparison of Oral Activities in the Departments of Economics, Chemistry and Basic English

Observed Point	Economics	Chemistry	DBE
Teaching Style	Teacher lecturing, question / answer and student presentation.	Lecturing.	Question/Answer.
Lecture Type	Not discussion based.	Not discussion based.	Not discussion based.
Interaction Pattern	$T \leftrightarrow S$	$T \rightarrow S$	$T \leftrightarrow S$ and $S \leftrightarrow S$
Interaction Language	In Turkish if any.	Usually in Turkish, all student questions were in Turkish.	In English.
Oral Presentations	Student oral presentations	No oral presentations	No oral presentations
Questions for Clarification	Students ask questions for clarification usually in English.	Students ask questions for clarification mostly in Turkish.	No questions for clarification.

Comparison of Results

In this section, the responses to the most important questionnaire items given by the three groups of respondents (DBE students, freshman students, English language instructors) will be compared using tables.

Table 28
The Respondents' Ranking Means of Language Skills in Order of Importance

	Reading	Speaking	Listening	Writing
DBE Students	2.4	1.9	2.7	3.0
Freshman Students	2.8	2.0	2.4	2.8
English Language Instructors	1.7	2.0	2.9	3.4

Note: 1= most important, 4= least important

As can be seen in Table 28 which presents ranking means, the speaking skill appeared as the most important skill for DBE and Freshman students and the second most important skill for the English language instructors.

Table 29
Means of Students' Responses to the Question 'How Frequently They Practice the Language Skills in Class'

	Reading	Writing	Listening	Speaking
DBE Students	4.2	3.4	2.8	3.9
Freshman Students	3.8	3.1	3.4	2.4

Note: 1= Never, 2= Rarely, 3= Sometimes, 4= Usually, 5= Always

The amount of time devoted to skills varies from preparatory school to the departments. Table 29 shows by comparing the means that DBE students practice speaking much more than freshman students.

Table 30
Means of Responses to the Question 'How Frequently the Students Practice Certain Speaking Tasks in Class'

	Oral presentations	Asking questions	Answering Questions	Asking for clarification	Discussing issues
DBE Students	3.3	3.7	4.0	3.4	3.3
Freshman Students	2.1	2.9	2.9	2.6	1.9
English Language Instructors	2.4	4.1	4.6	4.0	2.9

Note: 1= Never, 2= Rarely, 3= Sometimes, 4= Usually, 5= Always

It can be observed from Table 30 that the DBE students practice answering and asking questions more frequently than giving oral presentations and discussing issues. Similar to the DBE students, the freshman students practice asking and answering questions more than giving oral presentations and discussing issues. However, they practice each item less frequently than DBE students. The responses

of English language instructors are similar in pattern to the responses of DBE students, however, their ratings are higher.

The responses show that the teaching styles being used in the preparatory school are different from the departments (see Table 31).

Table 31
The Responses to the Teaching Styles Used in Class

	Lecturing	Question/ Answer	Discussion	Student Presentation
DBE Students	3.2	4.1	3.5	2.3
Freshman Students	4.1	2.9	2.2	1.8
English Language Instructors	3.1	4.6	3.4	2.6

Note: 1= Never, 2= Rarely, 3= Sometimes, 4= Usually, 5= Always

Both DBE students and English language instructors stated that the teaching style at preparatory school is question / answer type whereas in the departments the courses are usually based on instructor lecturing.

Table 32
The Respondents' Attitude and Opinions About the Students' Oral Skills

Statement	DBE Students	Freshman Students	English Language Instructors
My or my students' lack of speaking ability in English interferes with my academic performance.	3.1	3.1	4.1
I or my students have no difficulty during oral presentation	2.9	2.4	3.1
I or my students need extra assistance in order to develop my speaking ability.	3.1	4.1	4.4

Note: 1= strongly disagree, 2= disagree, 3= somewhat agree, 4= agree, 5= strongly agree

The calculated means of the responses in Table 32 reveal, all parties agree that the students lack of speaking ability in English interferes with their academic performance. The instructors especially believe in the importance of oral skills in English for their students' academic success. The DBE students and freshman

students state that they have difficulties in giving oral presentations. Since the freshman students are required to give oral presentations as part of their classes, they feel themselves weak in that area and they note their needs. On the other hand, at DBE, students are not required to give oral presentations. DBE students do not need oral presentations as much as Freshman students. This also indicates that the requirements of DBE and Freshman are different. In addition, after the observations, it became clear that DBE emphasizes general conversation skills rather than academic speaking tasks such as discussions and oral presentations. The English Language Instructors also think that the students have difficulties in giving oral presentations, but their responses are slightly more positive than the students' responses. Although the three groups of respondents believe that the students need extra assistance in order to develop their speaking ability, DBE students seem much less aware of this fact than freshman students and English language instructors.

Throughout this chapter, the quantitative and qualitative analyses of the data collected were presented. The next chapter discusses and explains the findings, describes limitations of the study and suggests further research and pedagogical implications.

CHAPTER 5 CONCLUSION

Summary of the study

This research study was intended to reveal the current and target academic oral language needs of the students at Hacettepe University. There were three sample groups for this study: students, instructors and administrators. There were two categories within the group of students: freshman and preparatory school students. The instructors were the English language instructors at the Department of Basic English (DBE). The administrators were forty nine preparatory school students, and forty nine freshman students, three administrators and seven English language instructors participated in this study. Excluding administrators, all groups were administered semi-structured questionnaires which consisted of parallel questions. Interviews also were conducted with three administrators: the head of the Chemistry Department, the head of Basic English Department (DBE) and a professor from the Economics Department. Questionnaires consisted principally of ranking, rating and open-ended items.

In the analysis of the questionnaires, frequencies, percentages and means were calculated for each item separately. Then a comparison of means was conducted between groups. The results of these comparisons were displayed in tables. A t-test analysis was applied to see the difference between the response means of freshman students and DBE students. There were very few responses to the open-ended item, out of nine possible responses, six of them thanked the researcher for giving them the opportunity to express their ideas. The other three responses were irrelevant to the study and not analyzed.

Summary of Findings

This section discusses the findings of the study and draws conclusions based on the research questions outlined in Chapters 1 and 4. Each section relates to one of the research questions, however, in some parts of the discussion the responses to other questions might be intermingled. Where relevant, references to other reported research in the literature are presented.

1. What are the DBE students' perceptions of their needs for oral skills?

This question was the first research question addressed. The questionnaire results show that DBE students think that of the four language skills, speaking is the most important skill for their current situation. Thus, it can be concluded that they are aware of the central importance of speaking skills. However, the DBE students also think that in the target situation, which is the faculty or department where the students intend to continue their education after preparatory school, the most important skill will be reading and speaking was considered the next important skill for their academic studies.

It is notable that DBE students are aware of the importance of speaking. Their awareness parallels the importance of oral skills in ESL and EFL programs as cited by Hutchinson and Waters (1987). Riggensbach and Lazaraton (1991) comment that oral communication is interpreted as the primary goal of language education programs in view of the idea that language is for communication.

Although the DBE students think that the most important skill is speaking (59.2%), it was established that in preparatory school the students do not practice speaking as much as reading, therefore they do not feel themselves as confident in speaking as they do in reading. It is notable that they feel themselves least confident in listening among the four language skills since, in theory, many of their future lectures will be in English.

In the preparatory school, students prefer answering questions to asking questions. They sometimes ask for clarification, and rarely give oral presentations or discuss issues. They think that they will not be required to give oral presentations or to take part in discussions in their future studies. However, over one third of the freshman students stated that they give oral presentations as a course requirement. It is interesting that , although they stated that they have difficulty in giving oral presentations, most of the students think that they are good at expressing their ideas and they are not tense and nervous in group discussions. One possible reason for this contradiction is that , while giving formal oral presentations the students have a fear of making grammatical errors and therefore they monitor themselves and put the focus on structure rather than meaning. As Rulon and McCreary (1986) assert teacher fronted classroom tasks can be an extremely stressful experience. It is also stated that the stress students feel when they are called on to speak in class is a result of “audience effect”, which pressures students to produce short and grammatically correct sentences. The results also suggest that half of the students think that they need extra assistance in order to develop their speaking ability (42%).

In conclusion, it can be said that, students of DBE are to some extent aware of the importance of oral skills for their future academic studies, and over one third (36%) of the students believe that their lack of speaking ability may interfere with their academic success. The administrators and the instructors support this view. During the interview with the professor from the Economics Department, she stated that “ I definitely think that the students’ lack of speaking ability may interfere with their academic success. Due to their lack of speaking ability they avoid discussing issues”. The results also support those from the University of Colorado at Colorado Springs (UCCS) (1988) which relates oral competency to academic and professional success and points to the importance of oral competency for undergraduate students. The results of this study show that undergraduate learners who acquire skills in oral language may be better prepared to compete in the classroom. Therefore, the hypothesis, which states that the students are weak in oral and aural skills and that they need extra assistance for developing their oral skills was supported by the DBE students themselves.

1. a. What requirements for oral skills are observed in preparatory classes for students in DBE?

As a sub research question, the requirements of preparatory school students in terms of oral skills was addressed. The interview results show that DBE requires the students “to comprehend the spoken discourse and to express themselves easily through speaking” (interview with the head of Basic English Department). It was also concluded that the aim of DBE is to prepare students for their future academic

studies. The lecture type being used at DBE is “question answer” which gives students a chance to express their ideas. During the class observations, it was observed that the students have problems with discussions. Also most of the students stated that they feel themselves weak in giving oral discussions. It is believed that the reason for this is that DBE students are rarely assigned oral presentations and these are not enough to prepare them for their departmental studies.

2.What are the freshman students’ perceptions of their needs of oral skills?

Two departments, Chemistry and Economics were chosen as contexts for analysis of freshman student language needs.

Since the aim of this needs assessment study was to identify the gaps between the DBE and Freshman situation it is important to ask for the ideas of freshman students already in academic studies. In this study, freshman students represent the target situation for the DBE students. Therefore, it is believed that this research question has particular significance for the study.

The results of the questionnaires reveal that freshman students’ perceptions of the need for developing their oral skills are similar to the DBE students’ perceptions of the need for oral skills. Like the DBE students, freshman students are aware of the importance of speaking and they think that speaking is the most important skill among the other four skills. Most of the freshman students (38.79%) do not feel confident in speaking. 65% of freshman students state that they rarely or never use speaking in their departments. This may be due to the teaching style, which is in the form of teacher lecturing, being used in their departments. Both Economics and

Chemistry students agreed that they rarely have discussion type of courses. The results of the questionnaire reveal that, like DBE students, freshman students prefer answering questions to asking questions. Almost all of the students said that they avoid giving oral presentations or asking questions for clarification.

More than half of the students think that they avoid asking questions for clarification due to their lack of speaking ability. Like DBE students, freshman students feel tense and nervous while giving oral presentations. However, unlike DBE students, freshman students feel nervous during group discussions as well. The freshman students indicated that their lack of speaking ability interferes with their academic performance and almost all the students think that they need extra assistance in order to develop their speaking ability.

2.a. What requirements for oral skills are observed in actual subject area classes for students undertaking academic study in the Economics and Chemistry Departments?

In addition to the main research question, a sub-research question was added asking about the requirements of departments in terms of academic oral skills and patterns of lecture participation. The classroom observation results and the answers of interviewees show that in neither the Chemistry nor the Economics Departments are the students active participants. Therefore it was difficult to observe the oral skills. Most of the interaction patterns were teacher initiated. During the observations it was observed that students have problems with asking questions and they usually ask questions in Turkish. However, the answers are supplied in English.

Moreover, the observation results show that freshman students have problems with expressing their ideas. Although during the interviews it was stated that the students were required to discuss issues, in the observed lectures not any type of discussion took place. During the observation done in the Economics Department, one example of a student oral presentation was observed; however, the student read from notes during this presentation. When all the results of the classroom observation are taken into consideration it was seen that the students are weak at academic oral skills and they need extra training for asking and answering questions and especially giving oral presentations and discussing issues. It is believed that training students in the use of academic oral skills is the responsibility of DBE.

3. What are the DBE instructors' perceptions of their students' needs for oral skills?

The instructors agreed that the most important skills for the students are reading and speaking. However, they state that most of the class time is devoted to reading and grammar activities and that speaking and listening get less attention. Although all the instructors state that the lesson type is usually asking and answering questions, they somewhat agree that students at DBE usually avoid asking questions for clarification due to their lack of speaking ability. Most of the instructors state that student presentations rarely take place during the class which may account for the students' weakness in oral presentations. The majority of instructors strongly agree that their students' lack of speaking ability interferes with their academic

performance. Not surprisingly, nearly all (5 out of 7) of the instructors agree that students at DBE need extra assistance in order to develop their speaking ability.

4. What are the administrators' perceptions of students' needs for oral skills?

The administrators' perceptions of academic oral skill needs of the students were asked during the interviews. The administrators were specifically asked to describe the academic speaking tasks that they require from their students. Their ideas are important, and little research to date (Ferris and Tagg, 1990) has focused on speaking tasks required by administrators.

The administrators of both the Chemistry and Economics Departments think that English has vital importance for their departmental students as the medium of instruction is English. Thus, the administrators encourage competence in oral skills.

The Economics Department requires its students to be able to give oral presentations in most of the courses. This is notable, because most of the DBE students think that they are not going to have to give oral presentations in their departments. Moreover, both freshman and DBE students feel nervous while giving oral presentations. In addition to oral presentations, Economics Department staff expect their students to be able to discuss issues during courses.

The Chemistry Department staff also want their students to ask and answer questions as well as give oral presentations. However, the head of the Chemistry Department stated that in the Chemistry Department most of the time the instructors give lectures and if necessary they ask questions of the students so that students are not interactive participants in these courses. He also added that the lack of

interaction may be due to personal characteristics of the students. He further stated that it is DBE's duty to prepare students in the oral skills. He noted his department requires graduate students to take part in seminars actively and to present their proposals.

The head of DBE department stated that DBE does not stress teaching of oral skills in the curriculum due to limited time. Although there are conversation hours to develop oral skills, she believes that they are mostly spent in reinforcement of certain grammar items. She said that the proportion of class time devoted to speaking is not very satisfactory and does not fulfill the students' needs. She stated that the preparatory school students definitely need extra training for developing their oral skills.

Conclusions

DBE students, freshman students, DBE instructors, the DBE administrator and subject area administrators contributed to this study. There was agreement among these respondents on the following points.

First, both the DBE students and the freshman students rank the speaking skill as the most important skill. The instructors at DBE ranked speaking as the next important skill after reading. Since the primary aim of DBE is to prepare students for their academic studies in terms of language, both reading and speaking are considered as important skills to carry out academic studies. The administrators of the departments also mentioned that students do need to orally express their opinions and they underlined the importance of academic oral skills.

Second, all the parties who contributed to this study mentioned that students in general have difficulty in oral skills. As an example, the responses given to the question asking the students degree of confidence in the four language skills reveals that the students especially feel a lack of confidence in speaking. This means that they need extra assistance to develop their speaking ability. Also, both DBE and freshman students agree that they have difficulty in expressing their ideas and this affects their academic performance.

Third, the results of the lecture observations also support the idea that the students need extra training for developing their oral skills. Although the views are based on single class-hour observations for each department, these classroom observations support the findings from questionnaires and interviews. Classroom observation results indicate that there is a discrepancy between the requirements of DBE and Freshman departments. At DBE, general conversation skills are emphasized whereas at the departments the academic speaking tasks are emphasized. In both departments, especially in the Chemistry Department, students rarely ask questions and most of the time the questions they ask are in Turkish. Fourth, in neither of the departments was a 'discussion' pattern of interaction observed. Nearly all speech was teacher initiated. In the preparatory school, it was observed that the teacher encouraged the students in discussion by asking both referential and display questions; however, the students avoided discussion and gave only short answers. It was concluded that the students are not fluent in English, although they displayed few structural problems.

Limitations of the Study

There were some design issues regarding the questionnaires that may have affected the results of the study. Firstly, the scale used in all the questionnaires contained neutral items such as ‘sometimes’, ‘somewhat agree’, which did not force the respondents to answer in any particular manner. Originally, it was believed that the participants would feel more comfortable filling out questionnaires which did not require forced choices. However, the responses in all four questionnaires clustered around these neutral areas. A forced choice design in the questions might have resulted in more clear-cut data.

A second limitation was the sample size for all groups. Two departmental representatives of freshman students were not enough. Students and instructors from other departments would have increased the reliability of the data.

Another limitation could be in regard to the issue of reported data versus actual behavior, always a potential problem with this type of research study. Respondents may be reluctant to answer honestly in respect to items that address personal or academic policy issues.

Implications for Further Research

This research study focused on the importance of oral skills for the academic success of EFL university students. However, this study did not take into consideration the variation of needs across majors. Further research can be done to explore the different speaking needs of departmental students according to their majors. The type of interaction expected in various university classes may vary.

As a further research question it is possible to analyze the existing curriculum of DBE. Another research study might be done to guide revisions of the existing syllabus of the Department of Basic English (DBE). A new syllabus can be designed to develop the academic speaking abilities of preparatory school students including conversation courses and materials that are going to be used in these courses.

Institutional Implications

Language teachers and students who are interested in developing academic oral skills in EFL contexts might be interested in this study in that it describes both general and specific oral skill needs of university students. Moreover, this study can be a model for other needs analysis surveys in that it combines previous needs analysis models. The DBE students at Hacettepe University, the language teachers at DBE and the administrators of both DBE and other departments should benefit from the identification of the current and future oral language needs of the students. It is also hoped that through this study, students and faculty will become more aware of the need for oral skill development. DBE students can become aware of the oral skills that they will need in their departments, because the results of the questionnaire show that they are not aware of the requirements of the departments in terms of oral skills. In order to make them aware, video tapes of departmental classes might be used. In the light of this study, the existing syllabus can be revised and more emphasis can be put on oral skills or oral skills can be integrated with other skills. For conversation classes, tutors can be specially trained. In addition, interesting and motivating materials can be developed by a team of teachers to be used for

conversation classes. All the subject area teachers should work collaboratively with the DBE to analyze and improve the students' speaking ability. Whenever possible, courses should encourage academic speaking tasks such as discussion or question answer interaction and giving oral presentations. Subject-area instructors should share similar criteria with the language instructors in evaluating students' participation and speaking skills.

The researcher believes that oral skills have been neglected nationally as a focus for academic preparation; this motivated the researcher to conduct the study. It is hoped that this needs analysis survey of academic oral skills will serve as a guide for others interested in this topic.

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APPENDIX A

FOREIGN LANGUAGE INTERACTION ANALYSIS (FLint) SYSTEM

Classroom Observation at the Department of Basic English (DBE)

B-level class

Teacher Talk

-
1. DEALS WITH FEELINGS: In a non-threatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feelings of students. ✓✓
 2. PRAISES OR ENCOURAGES: Praising, complimenting, telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence. Confirming answers are correct. ✓
 3. USES IDEAS OF STUDENTS: Clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still recognized as being student contributions. ✓✓
 4. ASKS QUESTIONS: Asking questions to which an answer is anticipated. Rhetorical questions are not included in this category. ✓✓✓✓✓✓✓
 5. GIVES DIRECTIONS: Giving directions, requests, or commands which students are expected to follow. ✓
 6. CRITICIZES STUDENT RESPONSE: Telling the student his response is not correct or acceptable and communicating by words or intonation criticism, displeasure, annoyance, rejection. —
 7. LECTURING: Giving facts or opinions about content and procedure; expressing his own ideas. —

Student Talk

8. STUDENT RESPONSE, SPECIFIC: Responding to the teacher within a specific and limited range of available or previously shaped answers.

Reading aloud. ✓✓✓✓✓✓✓✓

9. STUDENT RESPONSE, OPEN-ENDED OR STUDENT-INITIATED:

Responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers which have been previously shaped but from which students must now make a selection.

Initiating the participation. —

10. SILENCE: Pauses in the interaction. Periods of quiet during which there is no verbal interaction. ✓

11. CONFUSION, WORK-ORIENTED: More than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with task at hand. —

12. EXPRESS IDEAS: Students express their own ideas, make comments, take part in a debate, discuss a point with the teacher and with other members of the class; agree / disagree to the ideas of the others. —

13. STUDENT ORAL PRESENTATIONS —

Classroom Observation at the Chemistry Department

Teacher Talk

1. DEALS WITH FEELINGS: In a non-threatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feelings of students. —
2. PRAISES OR ENCOURAGES: Praising, complimenting, telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence. Confirming answers are correct. —
3. USES IDEAS OF STUDENTS: Clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still recognized as being student contributions. —
4. ASKS QUESTIONS: Asking questions to which an answer is anticipated. Rhetorical questions are not included in this category. ✓✓✓✓
5. GIVES DIRECTIONS: Giving directions, requests, or commands which students are expected to follow. ✓✓✓✓
6. CRITICIZES STUDENT RESPONSE: Telling the student his response is not correct or acceptable and communicating by words or intonation criticism, displeasure, annoyance, rejection. —
7. LECTURING: Giving facts or opinions about content and procedure; expressing his own ideas. ✓✓✓✓✓✓✓✓✓✓

Student Talk

8. STUDENT RESPONSE, SPECIFIC: Responding to the teacher within a specific and limited range of available or previously shaped answers.
Reading aloud. ✓✓
9. STUDENT RESPONSE, OPEN-ENDED OR STUDENT-INITIATED:
Responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers which have been previously shaped but from which students must now make a selection.
Initiating the participation.
10. SILENCE: Pauses in the interaction. Periods of quiet during which there is no verbal interaction. ✓✓
11. CONFUSION, WORK-ORIENTED: More than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with task at hand.
12. EXPRESS IDEAS: Students express their own ideas, make comments, take part in a debate, discuss a point with the teacher and with other members of the class; agree / disagree to the ideas of the others. —
13. STUDENT ORAL PRESENTATIONS —

Classroom Observation at the Economics Department

Teacher Talk

1. DEALS WITH FEELINGS: In a non-threatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feelings of students. —
2. PRAISES OR ENCOURAGES: Praising, complimenting, telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence. Confirming answers are correct. ✓✓
3. USES IDEAS OF STUDENTS: Clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still recognized as being student contributions. —
4. ASKS QUESTIONS: Asking questions to which an answer is anticipated. Rhetorical questions are not included in this category. ✓✓✓✓✓
5. GIVES DIRECTIONS: Giving directions, requests, or commands which students are expected to follow. —
6. CRITICIZES STUDENT RESPONSE: Telling the student his response is not correct or acceptable and communicating by words or intonation criticism, displeasure, annoyance, rejection. —
7. LECTURING: Giving facts or opinions about content and procedure; expressing his own ideas. ✓✓✓

Student Talk

8. STUDENT RESPONSE, SPECIFIC: Responding to the teacher within a specific and limited range of available or previously shaped answers.

Reading aloud. ✓✓✓✓✓

9. STUDENT RESPONSE, OPEN-ENDED OR STUDENT-INITIATED:

Responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers which have been previously shaped but from which students must now make a selection.

Initiating the participation. —

10. SILENCE: Pauses in the interaction. Periods of quiet during which there is no verbal interaction. ✓

11. CONFUSION, WORK-ORIENTED: More than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with task at hand. —

12. EXPRESS IDEAS: Students express their own ideas, make comments, take part in a debate, discuss a point with the teacher and with other members of the class; agree / disagree to the ideas of the others.

13. STUDENT ORAL PRESENTATIONS ✓

APPENDIX B

QUESTIONNAIRE FOR DBE STUDENTS

Dear students,

This questionnaire is for a research project for the MATEFL Program at Bilkent University. Its purpose is to determine if there is a need to develop speaking skills of preparatory class students for academic purposes.

You are one of the participants who has been selected randomly to complete this questionnaire. The aim of this study is not to evaluate instructors, English Unit Courses, or students' speaking abilities, rather to determine the oral language needs of the students at DBE.

There is no risk involved and all responses will be kept confidential. Please answer the questions honestly. Your participation will be greatly appreciated.

Thank you for taking the time to answer this questionnaire.

Zeynep AVCI

PART I Biographical information

Directions: For items 1,2 and 4 please put a tick on the appropriate line or write out the answer where necessary.

1. Gender

a) male _____ b) female _____

2. between

a) 17 - 20 _____

b) 21 - 25 _____

c) over 25 _____

3. Please indicate the faculty / department you are currently studying at.

4. Number of years you have been studying English

a) 1 - 3 _____

b) 4 - 6 _____

c) 7 - 10 _____

d) over 10 _____

Directions: For items 5-6 circle the appropriate response.

5. The medium of instruction in my department is

a) English b) Turkish

6. In my department English is a

a) non-credit required subject b) credit required subject c) optional subject

PART II Information about the place and importance of oral skills both for DBE and**Faculties of Chemistry and Economics**

1. Put the following language skills in order of importance for your studies at preparatory school.

(1 = most important, 4 = least important)

_____ Reading

_____ Speaking

_____ Listening

_____ Writing

2. In your opinion how important are the following skills for your studies at your own faculty / department?

_____ Reading

_____ Speaking

_____ Listening

_____ Writing

3. How confident do you feel yourself in the following language skills? Put them in order of confidence you feel in them. (1 = most confident, 4 = least confident)

_____ Reading

_____ Speaking

_____ Listening

_____ Writing

For the questions 4,5,6,7,8,9 please circle the one which is most appropriate for you on five points scale. (Circle the number of the most appropriate response. 1=Never, 5=Always).

Please think carefully on the questions.

4. How often do your instructors at **preparatory school** teach the following skills in your English classes?

	Never	Rarely	Sometimes	Usually	Always
Reading	1	2	3	4	5
Writing	1	2	3	4	5
Listening	1	2	3	4	5
Speaking	1	2	3	4	5

5. In your opinion how often are the following skills will be used in your **faculty / department?**

	Never	Rarely	Sometimes	Usually	Always
Reading	1	2	3	4	5
Writing	1	2	3	4	5
Listening	1	2	3	4	5
Speaking	1	2	3	4	5

6. How often do you practice the following activities in your classroom **at preparatory school?**

	Never	Rarely	Sometimes	Usually	Always
Oral presentations	1	2	3	4	5
Asking questions	1	2	3	4	5
Answering questions	1	2	3	4	5
Asking for clarification	1	2	3	4	5

Discuss issues	1	2	3	4	5
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7. How often do you think you will practice the following activities in your own department / faculty?

	Never	Rarely	Sometimes	Usually	Always
Oral presentations	1	2	3	4	5
Asking questions	1	2	3	4	5
Answering questions	1	2	3	4	5
Asking for clarification	1	2	3	4	5
Discuss issues	1	2	3	4	5

8. Which teaching style is being used during classes at preparatory school ?

	Never	Rarely	Sometimes	Usually	Always
Lecturing	1	2	3	4	5
Question/Answer	1	2	3	4	5
Discussion	1	2	3	4	5
Student Presentation	1	2	3	4	5

9. In your opinion, which teaching style is going to be used during classes in your own faculty/department ?

	Never	Rarely	Sometimes	Usually	Always
Lecturing	1	2	3	4	5
Question/Answer	1	2	3	4	5
Discussion	1	2	3	4	5
Student Presentation	1	2	3	4	5

Directions: Please read the following statements and circle the number of the most appropriate response which applies to your present classroom.

1 strongly disagree

2 disagree

3 somewhat agree

4 agree

5 strongly agree

	strongly disagree	disagree	somewhat agree	agree	strongly agree
10. I am good at expressing my ideas in English.	1	2	3	4	5
11. Due to my lack of speaking ability I avoid asking questions for clarification during the course	1	2	3	4	5
12. I am willing to answer the questions being asked by the lecturer in English	1	2	3	4	5
13. I am tense and nervous while participating in group discussions.	1	2	3	4	5
14. I understand every form of oral communication in English. (e.g. lectures, seminars, discussions)	1	2	3	4	5
15. My lack of speaking ability in English interferes with my academic performance.	1	2	3	4	5
16. I have no difficulty during oral presentation	1	2	3	4	5
17. I need extra assistance in order to develop my speaking ability.	1	2	3	4	5

18. Do you have any additional comments or suggestions about issues mentioned in this questionnaire above? Please specify.

APPENDIX C
QUESTIONNAIRE FOR FRESHMAN STUDENTS

Dear students,

This questionnaire is for a research project for the MATEFL Program at Bilkent University. Its purpose is to determine if there is a need to further develop speaking skills of preparatory class students for academic purposes.

You are one of the participants who has been selected randomly to complete this questionnaire. The aim of this study is not to evaluate instructors, English Unit Courses, or students' speaking abilities, rather to determine the oral language needs of the students.

There is no risk involved and all responses will be kept confidential. Please answer the questions honestly. Your participation will be greatly appreciated.

Thank you for taking the time to answer this questionnaire.

Zeynep AVCI

PART I Biographical information

Directions: For items 1,2 and 4 please put a tick in the appropriate line or write out the answer where necessary.

1. Gender

a) male _____ b) female _____

2. between

a) 17 - 20 _____

b) 21 - 25 _____

c) over 25 _____

3. Please indicate the faculty / department you are currently studying at.

4. Number of years you have been studying English

a) 1 - 3 _____

b) 4 - 6 _____

c) 7 - 10 _____

d) over 10 _____

Directions: For items 5-6 circle the appropriate responses.

5. The medium of instruction in my department is

a) English b) Turkish

6. In my department English is a

a) non-credit required subject b) credit required subject c) optional subject

PART II Information about the place and importance of oral skills

1. How important are the following skills for your studies? Put them in order of importance you feel in them. (1 = most important, 4 = least important)

_____ Reading

_____ Speaking

_____ Listening

_____ Writing

2. How confident do you feel yourself in the following language skills? Put them in order of confidence you feel in them. (1 = most confident, 4 = least confident)

_____ Reading

_____ Speaking

_____ Listening

_____ Writing

For the questions 3,4,5 please circle the one which is most appropriate for you on five point scale (1=Never, 5=Always). Please think carefully on the questions.

3. How often are the following skills used in your faculty / department?

	Never	Rarely	Sometimes	Usually	Always
Reading	1	2	3	4	5
Writing	1	2	3	4	5
Listening	1	2	3	4	5
Speaking	1	2	3	4	5

4. How often do you practice the following activities in your classroom?

	Never	Rarely	Sometimes	Usually	Always
Oral presentations	1	2	3	4	5
Asking questions	1	2	3	4	5
Answering questions	1	2	3	4	5
Asking for clarification	1	2	3	4	5
Discuss issues	1	2	3	4	5

5. Which teaching style is being used during classes in your faculty/department ?

	Never	Rarely	Sometimes	Usually	Always
Lecturing	1	2	3	4	5
Question/Answer	1	2	3	4	5
Discussion	1	2	3	4	5
Student Presentation	1	2	3	4	5

Directions: Please read the following statements and circle the number of the most appropriate response which applies to your present classroom.

1 strongly disagree

2 disagree

3 somewhat agree

4 agree

5 strongly agree

	strongly disagree	disagree	somewhat agree	agree	strongly agree
6. I am good at expressing my ideas in English.	1	2	3	4	5
7. Due to my lack of speaking ability I avoid asking questions for clarification during the course	1	2	3	4	5
8. I am willing to answer the questions being asked by the lecturer in English	1	2	3	4	5
9. I am tense and nervous while participating in group discussions.	1	2	3	4	5
10. I understand every form of oral communication in English. (e.g. lectures, seminars, discussions)	1	2	3	4	5
11. My lack of speaking ability in English interferes with my academic performance.	1	2	3	4	5
12. I have no difficulty during oral presentation	1	2	3	4	5
13. I need extra assistance in order to develop my speaking ability.	1	2	3	4	5

14. Do you have any additional comments or suggestions about issues mentioned in this questionnaire above? Please specify.

APPENDIX D

QUESTIONNAIRE FOR ENGLISH LANGUAGE INSTRUCTORS

Dear Colleagues,

This questionnaire is for part of my studies in the MATEFL program at Bilkent University. It is designed to find out your opinions about developing students' oral skills for academic purposes. The purpose of my study is to determine students' oral language needs.

I assure you that any information given to me will be kept confidential. Although cooperation is voluntary, I hope you will consider taking part in this study. Thank you for taking time to answer this questionnaire.

Zeynep AVCI

PART I Personal information and information about current teaching situation

Directions: Please put a tick in the appropriate line.

1. Years of full time teaching experience.

____ 1 - 5 years ____ 6 - 10 years ____ 11- 20 years ____ more than 20 years

2. Have you ever taught a conversation or speaking course?

____ Yes ____ No

3. Have you ever taken training for teaching speaking? (Please tick all applicable)

____ No training

____ One university course

____ In-service school

____ Other. Please indicate:

4. Total number of hours you currently teach:

____ less than 10 hours a week

____ 10 - 15 hours a week

____ 16 - 20 hours a week

____ Other. Please specify: _____

5. Please specify the faculties in which you are teaching English as a freshman course.

PART II Information about students' speaking

1. Put the following skills in order of importance for your students. (1 = most important,

4 = least important)

____ Reading

____ Speaking

____ Listening

____ Writing

2. How confident do you feel yourself while teaching the following language skills? Put them in order of confidence you feel in them. (1 = most confident, 4 = least confident)

____ Reading

____ Speaking

____ Listening

____ Writing

3. By means of numbers (1 = most time, 4 = least time) indicate the relative amounts of time devoted to each of the following skills.

____ Reading

____ Speaking

____ Listening

____ Writing

For the questions 4,5 please circle the one which is most appropriate for you on five point scale(1=Never, 5=Always). Please think carefully on the questions.

4. How often do you practice the following activities in your classroom?

	Never	Rarely	Sometimes	Usually	Always
Oral presentations	1	2	3	4	5
Asking questions	1	2	3	4	5
Answering questions	1	2	3	4	5
Asking for clarification	1	2	3	4	5
Discuss issues	1	2	3	4	5

5. Which teaching style do you use in your classes ?

	Never	Rarely	Sometimes	Usually	Always
Lecturing	1	2	3	4	5
Question/Answer	1	2	3	4	5
Discussion	1	2	3	4	5
Student Presentation	1	2	3	4	5

Directions: Please read the following statements and circle the number of the most appropriate response which applies to your present classroom.

1 strongly disagree

2 disagree

3 somewhat agree

4 agree

5 strongly agree

strongly disagree disagree somewhat agree agree strongly agree

6. My students are good at expressing their

ideas in English.

1 2 3 4 5

7. Due to their lack of speaking ability, my students avoid

asking questions for clarification during the course

1 2 3 4 5

8. My students are willing to answer the questions

being asked by the lecturer in English

1 2 3 4 5

9. My students are tense and nervous while participating

in group discussions.

1 2 3 4 5

10. My students understand every form of oral

communication in English. (e.g. lectures, seminars,

discussions)

1 2 3 4 5

11. My students' lack of speaking ability in English

interferes with their academic performance.

1 2 3 4 5

12. My students have no difficulty during oral presentation

1 2 3 4 5

13. My students need extra assistance

in order to develop their speaking ability. 1 2 3 4 5

14. Do you have any additional comments or suggestions about issues mentioned in this questionnaire above? Please specify.

APPENDIX E INTERVIEW QUESTIONS

Administrators of Departments

1. What is the medium of instruction in your department?
2. Is English credit or non-credit in your department? Why? Please, explain what is expected of these students in terms of speaking skills.
3. How important do you think English is for students at your department?
4. Which English language skills (reading, writing, listening and speaking) do you think are most necessary for your students?
5. To what extent do you think the students can participate in lectures?
6. Do you think the students in your department need to develop their speaking skills?
Why / Why not? Please, explain.
7. What are the specific speaking skills that you require from your students?
8. What level of English do you think students need to attain before leaving the faculty?
9. Do you think that the current English language courses at your faculty fulfills students' needs?
10. Do you have any suggestions that you think would be helpful about the English language instruction at your department?

Administrators of DBE

1. What are the main purposes of DBE?
2. What is the role of oral skills in the curriculum guideline?
3. Do you have conversation classes? What is the purpose of the conversation classes?
4. What is the proportion of required speaking in English in preparatory classes?
5. What is the place of oral skills in the proficiency exam?
6. Do you think that the amount of time given for practice of speaking skills fulfills the students' needs?
7. In general, do you believe that DBE students need extra training for developing their oral skills?
8. Do you have any suggestions that you think would be helpful about the subject?

APPENDIX F

LIST OF ABBREVIATIONS

CON-CLS	CONVERSATION CLASS
CUR-SYL	CURRICULUM SYLLABUS
IMP ENG	IMPORTANCE OF ENGLISH
ORL-SKI	ORAL SKILLS
PAR	PARTICIPATION
REQ (ORL-PRE, DIS)	REQUIREMENTS (ORAL PRESENTATION AND DISCUSSION)
REQ (WRI SPO DIS, EXP)	REQUIREMENTS (WRITTEN AND SPOKEN DISCOURSE)
SKI (REA, LIS, SPE, WRI)	SKILLS (READING, LISTENING, SPEAKING, WRITING)
SPN	SPEAKING NEEDS
TUR	TURKISH

APPENDIX G

EXCERPTS

Classroom observation at the Economics Department

(In the first part teacher gave a short summary of what they are going to deal.)

Excerpt 1:

T: We have three important developments which took place in the 19th century and we have to study these developments to understand the changes in Ottoman economy. The first one is the expansions of the Ottoman Foreign Trade. Second issue is Düyün-u Umumiye; began at 1864 end in 1881. Third is beginning with the rail construction. After that foreign capital began to flow. These three developments change the structure of Ottoman economy to a large extent. Today, our lecture will be on the extension of Ottoman Foreign Trade in 1970.

S1: Sir, could you repeat the last one please.

T: (Repeat what he has said.)

Excerpt 2:

T: Following the industrial revolution, integration of third world countries into the world context, proceeded through a rapid extension of their trade, with industrializing countries. As third world countries being pulled into the International Division of Sphere World, which is important.

(...)

New patterns of production began to emerge in these countries. Agricultural commodity productions for world (...) expanded and the composition of agricultural production shifted from substitute crops to cash crops.

(...)

T: Any questions up to now?

Excerpt 3:

T: At the same time a large number of treachery activities (...)

S: Sir, what do you mean by treachery activities?

T: Yes, it means 'güvenilmez'. (Turkish meaning)

As a result in Ottoman economy the contravention of agricultural and non-agricultural production...

This was a very brief summary of Extension of foreign Trade in Ottoman Empire.

Now your friend Aysun Akgün is going to give somewhat more detailed lecture on the same topic.

Excerpt IV

Aysun Akgün's oral presentation. (She is reading from a text and sitting at the desk.)

S: Free Trade Treaties made between 1838-1841... Other European countries which had not yet completed their industrialized revolution, began to prevent penetration of raw materials.

T: (interrupts) I think you have to write some of the changes that took place at that time.

Excerpt V

T: (interrupts and asks): What about exports? (summarize what the students had said)

T: So, it was difficult to export, but easy to import and this had some important results or changes in Ottoman Economy change.

S1: (interrupts) it was also difficult for other European countries to export.

S2: Interrupts and asks the meaning of the word penetration (Both Turkish and English explanations were given.)

Excerpt VI

T: (asks) What could we say for the developments in 19th century? (One of the students said two sentences.) Important changes took place in the 19th century and especially three of these changes had important effects on Ottoman economy.

Classroom observation at the Chemistry Department

Excerpt I

Teacher announces the topic and writes it on the board (changes in matter)

T: Many compounds are composed of no more than three different elements. Who can say the constituents of sugar?

S1: Oxygen

T: Yes, others?

S2: Hydrogen olabilir mi? (Can it be hydrogen?)

T: Yes hydrogen and one more? Carbon.

T: O.K.

Today we are going to deal with changes in matter. Two basic changes can take place. One of them is the physical changes, the other is chemical changes.

Excerpt II

In some cases, matter experiences some change; for example, ice melts or sugar dissolves in water or liquids freeze. Any other examples?

S3: Cam kırılması. (Glass breaks)

T: O.K. All these are the cases of change in matter but, in none of these cases the matter has its identity. It is still possible to restore the material too its original form by a reversal of the action. So we say that these are the examples of a physical change. Let me write what does physical change mean: (He writes the explanation on the board)

Excerpt III

T: Any questions up to now?

S: Silent

T: O.K. What about chemical changes? Who wants to give an example of a chemical change?

S3: Bitkilerin çürümesi.

T: Yes , plants decay or milk sours, wood burns.

S4: Gümüşlerin kararması da kimyasal mı hocam?

T: Exactly, tarnishing of silver. In all these cases changes occur which alter the composition of matter. So that we can say that chemical changes are those in which new substances with new properties are formed.

Excerpt IV

The explosion of dynamite or gunpowder is a chemical change that produces mechanical energy... The production of a gas is usually evidence of chemical change. Be careful, do not mistake the boiling of a liquid, the escaping of a dissolved gas from solution for chemical action...

Precipitate may show that a chemical change has taken place.

S5: Precipitate ne demek açıklar mısınız?

T: Precipitate is the formation of an insoluble solid “Çözünemeyen katı maddenin oluşması.” And gives an example both in Turkish and in English.

S5: Thanks

T: O.K.

Classroom Observation at the Department of Basic English B-Level Class

Excerpt I

T: If there were a fire what would you do? (Discussing, open-ended questions)

T: How would you know that?

S1: Screaming people

S2: Dust and smoke

T: If the fire is in this room what would you do?

S2: Jump from the window.

T: You mean jump out of the window

T: Guides what else?

S: I don't care about fires.

T: It is a store building nothing happens you mean eh?

T: Imagine there is fire at home, for example in the kitchen.

S: I'll try to be calm. Switch of the electronics circuits, turn of the gas and phone the fire-service. If it is small, I'll try to put it out. (T ask questions and quiets.)

S: I lay cloth on the fire.

T: What kind of cloth?

S: Wet cloth. What else should be done?

T: Do you know the number of service?

T: O.K. (Silence) Text about fire.

Excerpt II

T: What do you expect to find from the text. (Students guessing.) Praise. Silence (The things that we will save). It might be about the things that you should do. Read the text and try to answer the questions. (Silence)

Excerpt III

11:07- 11:14 : Silent reading and answer the questions in pairs.

T: What do you understand from the text?

S: The behaviors of people.

S: A game.

T: Is it a scientific game or it is an experiment.

S: Scientific game.

T: The aim is to see behaviors of people when there is a fire. What the reactions of people will be?

Teacher ask another question from the text.

S: Answer.

T: what could have been done?

S: Silence

T: More explanation

S: Nothing

T: May be the scientists should not have said that it was a game.

T: Help why people are not in stress? Because they know that it is a game.

S: Initidled. Echo which effects the people and believe that it was a real fire it can be caused stress.

S2: I think it was a game so it produce the stress but in real life I don't think so.

Excerpt IV

T: Ask set of questions from the book. (e.g. from the game we can learn what?)

S: We can learn which actions are most dangerous.

T: Repeats what the students have said.

S: There are rules and some of them escape from the fire....

T: Gökhan why do you say B? Why did you choose B? (Students are answering the multiple choice questions about the passage.)

S: Because...

T: What kind of actions we call dangerous?

S: Panic for example.

S: Fight against himself

T: Fight against the fire on your own eh? (Teacher corrects while repeating)

S: (Rejects) But teacher you can easily choose A. It seem correct

T: Yes O.K. but A,C,D are also correct according to that text but they are not the general aim of the text.

Students read the question aloud and chose the best answer.

T: Why?

S: (asks). Caretaker ne demek? The meaning of “care taker” in Turkish (explains in English)